

Bridge to Excellence

Comprehensive Master Plan

2010 Annual Update



November 22, 2010

Howard County Board of Education

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HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Excellence in Teaching & Learning

Bridge to Excellence Comprehensive Master Plan

2010 Annual Update

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2010 Master Plan Annual Update

(Include this sheet as a cover to the submission indicated below)

Part I: The Content

Due: November 22, 2010

Local School System Submitting This Report: Howard County Public School System

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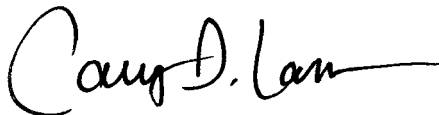
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2010 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



Signature (Local Superintendent of Schools)

November 22, 2010

Date



Signature (Local Point of Contact)

November 22, 2010

Date

Local Planning Team Members

Please use this page to identify the members of the school system’s Bridge to Excellence Master Planning Team. Where applicable, please include their affiliation with the local school system.

Name	Title/Affiliation
Alban, Theresa	Chief of Operations, HCPSS
Adams, Alexis	Student Member, Board of Education, HCPSS
Appletree, Roy	Interim Executive Director, FIRN
Baker, Pat	Representative, PTA
Beatty, Carol	Executive Director, ARC of Howard County
Blackwell, Pam	Director, Student Services, HCPSS
Booth, Lisa	Principal, Hollifield Station Elementary, HCPSS
Brown, Raymond	Chief Financial Officer, HCPSS
Burgy, Jennifer	Representative, PTA
Caplan, Patti	Director, Public Information, HCPSS
Cohen, Larry	Member, Board of Education, HCPSS
Coughlan, Suzanne	HCEA-ESP Representative, Homewood Center
Cousin, Sydney	Superintendent, HCPSS
De Lacy, Ann	President, HCEA
Farson, Theresa	School Administration, Central Office, HCPSS
French, Sandra	Member, Board of Education, HCPSS
Gray, Vernon	Administrator, Office of Human Rights
Gross, Valerie	Executive Director & CEO, Howard County Public Library
Guzzone, Pam	Representative, STEM
Hackett, James	President, AFSCME
Hannay, John	President, PTA Council of Howard County
Harris, Debbie	Director of Clinical Informatics, HCGH
Hurl, Kathy	HCEA Representative, Rockburn Elementary
Hyde, Keri	Administrator, Office of Children's Services
Klink, Paul	Quality Manager, Honeywell Technology Solutions, Inc.
Kong, Alicia	Representative, PTA, Longfellow Elementary
Lasser, Caryn	Coordinator, Strategic Planning & System Improvement, HCPSS
LeMon, James	Assistant Principal, Hammond High School, HCPSS
Mallo, Ted	Chairman, Community Advisory Council (CAC)
Mascaro, Sue	Director, Staff Relations, HCPSS
McKinley, Kathy	Principal, Mt. View Middle School; HCAA President
Meshkin, Brian	Representative, Operating Budget Review Committee
Perkins, Mamie	Chief of Staff, HCPSS
Pierce, Sharon	VP of Academic Affairs, Howard County Community College
Simpkins, Maurice	Vice President of Public Affairs, The Ryland Group
Sola-Carter, Feli	Representative, HCPSS Equity Council
Stout, Mark	Coordinator, Secondary Social Studies, HCPSS
Teesdale, Jim	Representative, Howard County Chamber of Commerce
Towne, Anne	Executive Director, Association of Community Services
Wise, Linda	Chief Academic Officer, HCPSS



2010 Master Plan Annual Update

PART I



I.A

Executive Summary to the Bridge to Excellence 2010 Master Plan Annual Update

Introduction

The mission of the Howard County Public School System (HCPSS) is *to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world*. Achieving this mission requires the unwavering commitment of every employee in the HCPSS. Therefore, the strategic planning efforts for the HCPSS represent a cross functional approach that involves members of every division in the organization.

Two goals drive the work of the organization, and high leverage strategies to focus improvement efforts in order to achieve these goals are reviewed annually. Four of the high leverage strategies are cross functional and involve activities across all three divisions. Three of the high leverage strategies are specific to the unique work of each division. System expectations serve to achieve our goals and objectives. The goals and strategies support the mission.

Goal 1: Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values diversity and commonality.

Cross Functional High Leverage Strategies:

- **Leadership** – Build leadership capacity at the school and system levels.
- **Cultural Proficiency** – Provide professional development and support to enable all HCPSS employees to be culturally proficient.
- **Continuous Improvement** – Implement improvement processes to identify efficiencies and increase effectiveness.
- **Communication and Public Engagement** – Increase the capacity of all school system leaders to positively and proactively communicate with, market to, and engage varied internal and external stakeholder groups.

Division High Leverage Strategies:

- **Exemplary Instruction** (Division of Instruction) – Provide training and support that enables schools to improve outcomes for students relating to Goals 1 and 2.
- **Customer Service** (Division of Finance and Operations) – Increase awareness of customer and responsiveness to needs.
- **Communication** (Division of Organizational Support Services) – Leadership will expand communication with specific focus on internal audiences.

Executive Summary (continued)

System Expectations: In 2011

- Know our students
- Ensure our students receive exemplary instruction that prepares them for college and careers
- Know what interventions and supports are in place to ensure their success
- Have a process for continuously monitoring their progress
- Develop a relationship with students and their families

Background

The State of Maryland enacted the *Bridge to Excellence in Public Schools Act (BTE)* in 2002, which strengthened its standards-based education reform approach to ensure adequate and equitable funding of public education. Consistent with the federal *No Child Left Behind Act (NCLB)*, under the BTE the State established standards for student achievement in content areas and for grade levels and holds schools and school systems accountable for student performance. A significant increase in state funding with flexibility in allocation of these resources at the local level resulted from the BTE reform effort. In return, each local school system was required to develop, adopt, and implement a five-year comprehensive master plan linking funding from federal, state, and local sources to their strategies intended to improve student achievement.

Each local school system (LSS) annually reviews their plan and performance, making revisions as necessary, and submits an Annual Update of their Master Plan for approval to the Maryland State Department of Education (MSDE), having submitted this update in advance to their Board of Education, County Executive, and County Council. Following the State Superintendent's review of each school system's progress in meeting State performance standards and alignment of their priorities with their annual budget, a summary report is prepared analyzing progress for all students and student groups and budget alignment for each local school system, per Section 5-401, Comprehensive Master Plans, of the Education Article of the Annotated Code of Maryland. The State Superintendent's Annual Summary report is then distributed to the State Board of Education, the Governor, and the General Assembly.

The Howard County Public School System carefully reviews our performance data, changing demographics, and fiscal considerations and submits annual updates to our original Bridge to Excellence Comprehensive Master Plan 2003-2008, per the guidance from MSDE reflecting federal and state statutory and regulatory changes.

The HCPSS Master Plan Annual Update is divided into two parts. Part I: The Content describes system progress, results, challenges, plans, and resource allocations. Included in this Executive Summary, which presents an overview of our successes, challenges, and priorities for the coming year, are a description of our distribution of financial resources, changes in enrollment and demographics, and plans for accommodating changes. Following the Executive Summary is a section containing Budget Variance Tables for the current and prior year. A thorough analysis of progress towards our goals for student achievement follows the financial section. Part II: The Attachments contains descriptions of grant funded programs, including our Fine Arts program, as well as additional federal and state reporting requirements.

Impact of Changing Demographics

Reaching the system goals requires differentiated supports that enable every one of the more than 50,000 students enrolled in the HCPSS to meet with success. As the demographics of the county change and the population becomes more diverse, the HCPSS has to ensure that appropriate resources are made available to schools to support the needs of all students. This need is most evident in the increase of students requiring English for Speakers of Other Languages (ESOL) services. In the 2009-2010 school year, 1,937 students participated in the ESOL program, which is more than double the number of students participating fourteen years ago. These students represent 77 different countries and speak 81 different languages. The economic challenges of our country are clearly being felt by the residents of Howard County, as evidenced by the increase in students receiving free and reduced-price meals. Participation in this program increased by 2,399 students in one year alone, a 4.6 percent rise from 2008-2009 to 2009-2010.

The shift in population demographics is illustrated below:

Ethnicity/Race	1995-1996 ¹	2009-2010
Total Enrollment	37,547	50,640
White	75.7% (28,430)	52.8% (26,728)
African American	15.4% (5,780)	22.2% (11,228)
Asian	7.2% (2,700)	16.3% (8,264)
Hispanic	1.6% (600)	5.8% (2,932)
Not Reported	NA	2.6% (1,330)
Native American/Other	0.1% (37)	0.3% (158)

Special Services*	1995-1996	2009-2010
Limited English Proficient	2.0% (763)	3.8% (1,937)
Free and Reduced-Price Meals Services (FARMS)	9.1% (3,405)	16.4% (8,287)
Special Education	10.8% (4,046)	8.0% (4,060) ²

*Note: Students may be reported in more than one category

¹ Source: MD School Performance Report (1996)

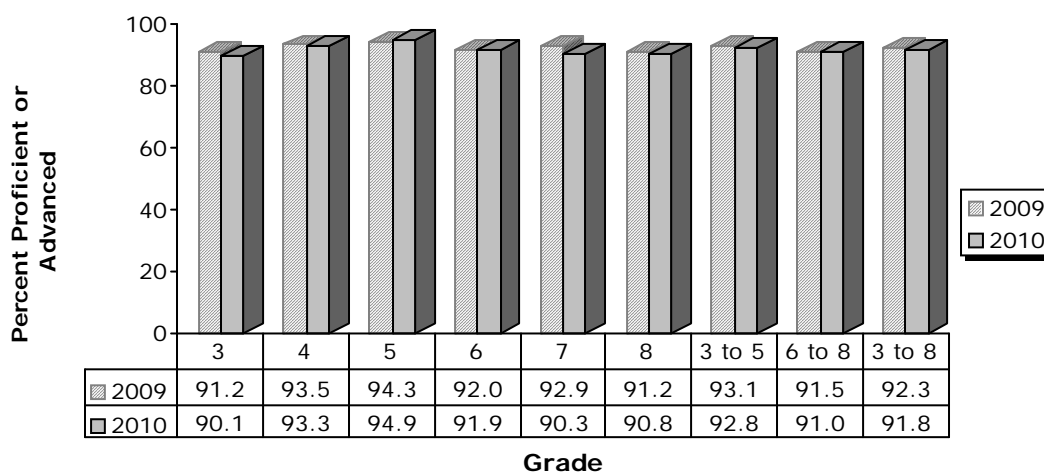
² Source: Maryland Special Education /Early Intervention Services Census Data

Key Performance Highlights for 2009-2010

Goal 1

The results for the Maryland School Assessment (MSA) in reading and mathematics for 2010 were excellent across grade levels and student groups. When examining the results below for this testing program, the HCPSS data include the performance of all students taking any version of the MSA—including the Alt-MSA and Mod-MSA. These results will not match those presented on the www.mdreportcard.org website of the MSDE. Those results only include students enrolled on September 30 and March 15. In reading, all grade levels continue to have 90 percent or more of students performing at the proficient or advanced level.

MSA Proficiency in Reading



Examining the reading performance across student groups at the elementary level reveals the greatest gains from 2009 were made by Hispanic students, who improved by 3.2 percentage points, followed by students who receive free and reduced-price meal services who improved by 1.1 percentage points. Three student groups that had decreases in performance from 2009 were special education students (declined 7.1 percentage points), English Language Learners (ELL) (declined 1.8 percentage points), and African American students (declined 1.6 percentage points).

[Note: The performance of American Indian students is influenced by the small number of students in this group; changes in percentage points may appear significant due to the small number of students used in calculating percentages. Thus, results for this student group must be interpreted with extreme caution.]

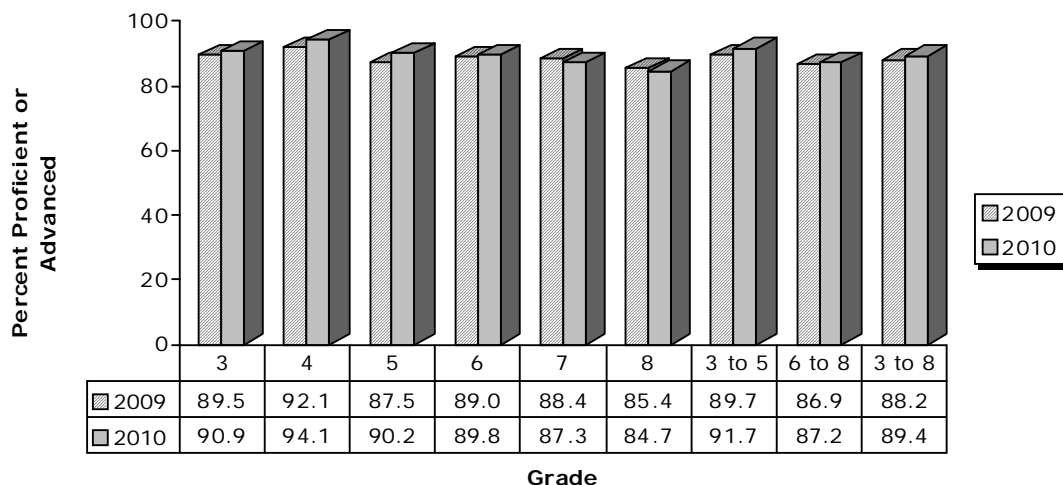
At the middle school level, the performance in reading improved for most student groups. Here Students receiving free and reduced-price meal services made the most progress with a 1.9 percent increase in the percentage of students scoring proficient or advanced compared to 2009 results. African American students improved by 0.6 percentage points, while special education students declined by 7.5 percentage points. Hispanic students remained almost constant with a 0.1 percentage point decrease in reading proficiency.

Executive Summary (continued)

Student Group	Reading MSA ³			
	Percentage Proficient or Advanced			
	Grades 3–5		Grades 6–8	
	2009	2010	2009	2010
Overall	93.1	92.8	91.5	91.0
Male	91.6	91.0	89.3	88.7
Female	94.7	94.7	94.0	93.4
Asian	95.5	95.2	94.4	95.3
African American	85.6	84.0	82.1	82.7
White	96.5	96.6	95.5	94.2
Hispanic	82.1	85.3	81.2	81.1
American Indian/Alaskan	93.3	100.0	76.3	81.6
English Language Learners	73.3	71.5	58.0	74.8
FARMS	78.8	79.9	72.4	74.3
Special Education	70.9	63.8	63.8	56.3

Mathematics performance on the 2010 MSA resulted in more than 84 percent of students at every grade level performing at proficient or advanced, with increases in performance in almost every student group.

MSA Proficiency in Mathematics



At the elementary mathematics level, improvement was demonstrated by every student group. The greatest gain in mathematics came for Hispanic students who improved by 9.2 percentage points. English Language Learners and students receiving free and reduced-price meal services showed strong improvement (6.9 and 6.7 percentage point increases, respectively). Special education students improved by 4.3 percentage points, and African American students showed a 2.9 percentage point increase.

Middle School students improved their mathematics performance in almost every student group, with only special education students and English Language Learners declining (2.7 and 9.6

³ Source: HCPSS Board Report on the Results of the 2010 Maryland School Assessment Sept. 2010

Executive Summary (continued)

percentage points respectively). These increases ranged from 0.2 percentage points for Asian students to 4.1 percentage points for Hispanic students.

Student Group	Mathematics MSA ⁴			
	Percentage Proficient or Advanced			
	Grades 3–5		Grades 6–8	
	2009	2010	2009	2010
Overall	89.7	91.7	86.9	86.4
Male	88.8	91.0	85.7	86.4
Female	90.6	92.5	88.3	88.1
Asian	95.5	96.1	96.0	96.2
African American	78.1	81.0	70.1	70.6
White	94.6	96.2	92.3	92.6
Hispanic	72.0	81.2	75.0	79.1
American Indian	74.2	93.8	84.6	73.7
English Language Learners	67.8	74.7	68.4	58.8
FARMS	69.3	76.0	61.8	63.1
Special Education	59.3	63.6	54.4	51.7

Again this year the HCPSS was very pleased to note that no student in the Class of 2010 failed to graduate solely due to the High School Assessments (HSAs). The performance of these students was extremely strong and represents a strong commitment by the entire school system to having every student achieve excellence.

INROADS Planning Report
 School System: Howard County Public School System
 Grade 12 HSA Completion Rate
 Total Number of Students: 3903 (as of 07/09/2010)

Student Group	Algebra					Biology					English					Government				
	Takers	Passed	% Passing	Bridge Plan Accepted	% Met	Takers	Passed	% Passing	Bridge Plan Accepted	% Met	Takers	Passed	% Passing	Bridge Plan Accepted	% Met	Takers	Passed	% Passing	Bridge Plan Accepted	% Met
Overall	3903	3759	96.3%	71	98.1%	3903	3675	94.1%	84	96.3%	3903	3566	91.3%	97	93.8%	3903	3780	96.8%	58	98.3%
American Indian/Alaskan	6	6	100.0%		100.0%	6	6	100.0%		100.0%	6	4	66.6%		66.6%	6	6	100.0%		100.0%
Asian	540	534	98.8%		98.9%	540	527	97.5%	3	98.1%	540	508	94.0%	5	95.0%	540	533	98.7%	3	99.2%
African American	825	725	87.8%	56	94.6%	825	700	84.8%	56	91.6%	825	672	81.4%	60	88.7%	825	762	92.3%	36	96.7%
White	2342	2313	98.7%	13	99.3%	2342	2272	97.0%	20	97.8%	2342	2225	95.0%	24	96.0%	2342	2299	98.1%	16	98.8%
Hispanic	190	181	95.2%	2	95.3%	190	170	89.4%	5	92.1%	190	157	82.6%	8	96.5%	190	180	94.7%	3	96.3%
Special Ed	26	13	50.0%	6	73.0%	26	13	50.0%	7	76.9%	26	15	57.6%	6	80.7%	26	17	65.3%	6	88.4%
ELL	35	33	94.2%	1	97.1%	35	27	77.1%	2	82.8%	35	21	60.0%	4	71.4%	35	32	91.4%	1	94.2%
FARMS	476	413	86.7%	39	94.9%	476	387	81.3%	38	89.2%	476	363	76.2%	49	86.5%	476	425	89.2%	27	94.9%
504 Plan	103	99	96.1%		96.1%	103	96	93.2%	2	95.1%	103	89	86.4%	4	90.2%	103	97	94.1%	2	96.1%
Not Yet Taken																				
Not Yet Passed			3					9					4					7		
Bridge Plans Accepted				71					84					97					58	
Bridge Plans in Progress				3					2					3					1	
Not Yet Taken all 4									63	(1.6%)										
Passed All 4 HSA's									3372	(86.4%)										
Met by Combined Score									414	(10.6%)										
Met by Bridge Plan									103	(2.6%)										
Met Requirement									3889	(99.6%)										
Not Met - Waiver																				
Not Met - Waiver																				

⁴ Source: HCPSS Board Report on the Results of the 2010 Maryland School Assessment Sept. 2010

Goal 2

The two goals of the school system are intricately linked, and it is very hard to achieve Goal 1 without attaining Goal 2. The Office of Student Services has made a concerted effort to provide ongoing support and monitoring of behavioral data in identified schools. There were 12 schools identified to receive additional supports for the 2009-2010 school year. Throughout the year, Student Services teams at each school as well as staff from the Office of Student Services, monitored data and reviewed the implementation of strategies. Overall, there was a 19.5 percent decrease in out of school suspensions for the 12 identified schools from the 2008-2009 school year. This improvement for 2010 is one measure of the success of these efforts.

In 2009-2010, there were 332 fewer students receiving In-School Suspensions and 36 more students receiving Out-of-School Suspensions than during the 2008-2009 school year. Most importantly, there was a notable decrease in the number of African American students suspended (60 fewer In-School Suspensions).

The Positive Behavioral Interventions and Support (PBIS) initiative will be continued in 2010-2011. The school system continues to face the challenge of reducing suspensions, especially for the African American and Hispanic student groups and for those students receiving free and reduced-price meals. The Countywide Elementary Alternative Learning team was formed at the beginning of the 2008-2009 school year to address the needs of elementary school students exhibiting significant behavioral difficulties. While alternative education program options outside of the home school exist for middle and high school students, there were no such programs available for elementary students. The Countywide Elementary Alternative Learning team was designed to help elementary schools build capacity to meet the needs of the most behaviorally challenged students. Through a series of meetings, the team works to establish functions of behavior, develop interventions based on the perceived functions of behavior, and to evaluate the efficacy of intervention strategies. During the 2009-2010 school year, the Countywide Elementary Alternative Learning team received six referrals, and five of the six students were able to remain in their home schools after additional interventions and supports were implemented.

Leadership

Central Office Leadership Standards were developed by a cross functional committee and are being used by leaders in every division. These standards have raised the level of conversation about leadership throughout central office. To support growth in these performance standards, a second series of 5 sessions entitled “Conversations with Colleagues” were developed and offered again throughout this year. Over 50 leaders participated in these sessions and the feedback was excellent. This initiative has proven valuable in both enhancing the skills of current leaders and nurturing the skills of aspiring leaders.

Another initiative to support the development of future leaders is the Administrative Intern Program. This opportunity is designed to provide interns with the knowledge, skills and experience that they will need to be successful school leaders in the HCPSS. This spring, five of these interns were promoted to administrative positions because of their demonstrated readiness

Executive Summary (continued)

for a position as a new school administrator. In addition to the intern program, the HCPSS provides many other leadership opportunities for teachers and assistant principals; the talented pool of candidates for school-based administrative positions is evidence of the success of these opportunities for HCPSS staff.

Coaching continues to be a strategic leverage point in leadership development in the HCPSS. Ninety-five percent of all principals, seventy five percent of all assistant principals, and eighty percent of all administrative interns have completed Coach I training. The HCPSS continues to recruit and build coaching capacity with almost 200 central office leaders trained. Coach I & II Academies, Continuing Professional Development Courses, Coaching Labs, and Coach Certification are a highly customized leadership development and training program designed for HCPSS leaders to:

- Strengthen their leadership effectiveness
- Increase their knowledge of shared leadership
- Improve relationships and results
- Build on their ability to make effective decisions, choices, and changes
- Align their work and focus on themselves and those around them
- Develop a deeper understanding of the International Coaching Federation Core Competencies
- Practice the International Coaching Federation Core Competencies and receive feedback

Three cohorts of site based and central office leaders have participated in Coach II training, and a cohort group of site based and central office leaders is pursuing International Coaching Federation certification.

Leadership development opportunities are offered through training in Purposeful Observation (Coaching), monthly leadership professional development geared toward accomplished and developing leaders, new leader support meetings, orientations, a Leadership Fellows program, and the annual Summer Institute.

Monthly Leadership I/II Professional Development: Division of Instruction leaders meet once a month to actively engage in customized leadership development focused on the HCPSS Systemic Expectations. This year's topics included: Performance-Based Objectives Linking Informal Observations to Measurable Outcomes, Drop Out Prevention, Engaging All Students, My Story - Engaging All Students through Quality Instruction, Spotlight on ELL, What's Your Profile? Clock Watchers-Six Cs, Hispanic Student Achievement, College and Career Readiness, Common Core Curriculum, and Leadership I & II – A Year in Review. Division leadership has been divided into two groups: Leadership I - Practicing and Accomplished Leaders (Directors, Principals, Coordinators, Specialists, Instructional Facilitators and Facilitators) and Leadership II – Developing Leaders (Assistant Principals and Resource Teachers).

New Leader I/II Support Meetings: Cohorts of newly promoted Division of Instruction leaders meet five times a year for targeted professional development aimed at supporting these new leaders throughout their first year. New Leader I includes all newly assigned principals, coordinators, specialists, instructional facilitators and facilitators and New Leader II includes all

Executive Summary (continued)

newly assigned assistant principals and resource teachers. In 2009–2010 New Leader I had 12 participants and New Leader II had 18 participants.

New Assistant Principal Orientation: This two-day orientation in mid-summer is designed for newly assigned Assistant Principals and focuses on:

- Providing an overview of the roles and responsibilities of an assistant principal
- Navigating the Howard County Public School System
- Reviewing the resource manual for school-based administrators
- Reviewing the teacher and staff evaluation process and procedures
- Learning the purposeful observation process
- Providing an introduction to the school-based administrators' evaluation process
- Establishing a professional learning community

Purposeful Observation (Coaching): This training is a follow-up to Leadership I & II meetings, and has been designed as a professional development workshop on Purposeful Observation skills for Division of Instruction Leaders (School-Based and Central Office) with a specific focus on how to use this tool when evaluating student engagement. Workshop participants work in a collaborative and interactive environment to strengthen purposeful and informal observation skills, and leave with a plan to use these tools as they support teachers on the topic of student engagement. System leaders also build on their use of coaching skills as they work closely with teachers to improve instruction.

Summer Institute: The Division of Instruction Summer Institute is an annual conference of nine hundred system and teacher leaders who convene for two days of learning and school-improvement planning. The purpose of Summer Institute is to increase the capacity of all schools to both develop and implement their School Improvement Plans.

Leadership Fellows: The Leadership Fellows program is a standards-based professional development opportunity for selected developing leaders committed to building and deepening their leadership capacity. Over the course of two years, the Leadership Fellows Cohort meets fourteen times during the school day, engages in leadership assessments, works on a practical and self-selected Project of Excellence, and collaborates with a professional leadership coach. Seminars address topics such as cultural proficiency, change theory, conflict resolution, instructional leadership, and strategic planning. Leadership assessments include 360-degree feedback, leadership styles, personality inventory, and conflict resolution styles. The Project of Excellence involves the participant conducting research on some work-related topic or issue; designing a strategy, practice, policy, project or program to address the topic; and presenting the finished project at the end of the program. The professional coach provides three one-hour sessions each month.

Advanced Meeting Facilitation: This leadership development initiative is designed for all HCPSS leaders. The outcomes include:

- Preparing for an effective meeting
- Designing an effective meeting agenda
- Establishing meeting roles and responsibilities

Executive Summary (continued)

- Understanding what facilitation is and what it is not in order to meet the needs of the group and the outcomes of the meeting
- Exploring appropriate uses of tools and strategies to facilitate different types of meetings
- Developing skills to gain maximum effective participation in meetings
- Gaining knowledge to be able to manage conflict when facilitating a meeting
- Identifying opportunities to value diversity during meetings.

Cultural Proficiency

The impact of this initiative on the HCPSS has been profound. Conversations in schools and offices have begun to change. Expectations for staff regarding cultural proficiency have been clearly defined in both leadership standards and teacher evaluation rubrics. A concerted effort to ensure that curriculum includes culturally proficient content has resulted in 75 percent of the eGuides having culturally proficient content. Eight new partnerships to support cultural proficiency were established this year.

To date, over 3,800 staff members have participated in cultural proficiency training. Approximately 600 of these employees began their participation during the past year. During the 2009-2010 school year, training occurred in 14 schools and in 15 offices within three divisions. These sessions have supported staff members from across all levels of the organization ranging from bus drivers, teachers, secretaries, principals, directors, and PTA members, engaging them in thorough Introductory Awareness trainings. Two levels of training took place: Introductory Awareness (level 1) and Application (level 2).

The goal of any professional development experience begins with awareness, moves to understanding, and then to application of skills that impact school/classroom environment, workplace climate and culture, and student achievement. During the 2008-2009 school year, a pilot cohort of 20 teachers participated in a portfolio-based project in which they deepened their understanding and applied their cultural proficiency learning to instruction, school and classroom climate, culture, and student learning. The intent of the cohort approach is to build site-based leadership capacity for cultural proficiency. During the 2009–2010 school year, the Department of Student Assessment and Program Evaluation (SAPE) conducted an evaluation of the effectiveness of the Cultural Proficiency Portfolio Cohort training program in providing participants with the knowledge and tools to achieve acceptance of and appreciation for cultural and linguistic differences. Discussion with the participating teachers reveals that the portfolio experience supported them in efforts such as:

- Improving co-teaching efforts by positively developing relationships through discussions about values and beliefs
- Leading colleagues in critiquing classroom management styles and lessons through the lens of cultural proficiency
- Shaping the classroom and/or team climate and culture so that it better serves all students and staff
- Using the lens of cultural proficiency to assess the current state of schoolwide instructional practice, defining the ideal state, and closing the achievement gap
- Improving parent and family involvement and engagement by applying the tools of cultural proficiency

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- Leading cultural proficiency awareness sessions for paraeducators
- Facilitating staff meetings focused on cultural proficiency

Evaluation results include increased awareness by participants and changes in behavior, as well as recognition of the impact of school and district-wide policies and practices. Outcomes of this evaluation are discussed in-depth later in this report under the section for Highly Qualified Staff on page 154.

Continuous Improvement

The Howard County Public School System uses a number of continuous improvement models, such as Lean and Plan, Do, Study Act (PDSA). The HCPSS is the first public school system to join the Maryland World Class Consortium, an organization comprised of private and public organizations committed to the use of Lean principles to increase efficiency and effectiveness. There have been a number of Lean workshops completed with staff in the Division of Finance and Operations and in the Division of Organizational Support Services. The school system uses the PDSA model as a process for continuous improvement in the Division of Instruction. The PDSA process is also a fundamental component of the Lean continuous improvement methodology and is being applied by employees across all divisions.

For many years the Division of Instruction has used the PDSA process to facilitate continuous improvement. This process is embraced systemwide by instructional staff. The impact of this process has resulted in increased student achievement, the development of outstanding curriculum and schools across the system being recognized as some of the best in the state. A brief summary of the systemic use of the PDSA process is:

- The Office of School Administration worked with each school to help create a well-defined, well-designed and well-deployed process of continuous improvement, enhanced by the PDSA cycle, and to monitor and analyze key components of the school improvement plan. These processes which were aligned and integrated allowed for systematic and systemic monitoring and analysis focused on continuous improvement at each school. These processes have led to the development of high leverage strategies at each school that have resulted in high student performance across the system.
- The Office of Professional and Organizational Development used the PDSA process to develop all of the Professional Development opportunities available to system staff. This year's summer institute "Believe in Me! Engage Me! I Will be College and Career Ready!" was one activity developed using the PDSA model.
- The School Support Team used the PDSA model to guide their work to provide differentiated support to schools. A result of this process has been the development of yearly Professional Learning Communities for those schools not making Adequate Yearly Progress (AYP) on the MSA in Reading and in Math.
- The Curriculum and Instruction staff members use the PDSA model in developing curriculum and in supporting the implementation of curriculum across the system. The Office of Mathematics is currently in the "Planning" stage of this model as they identify the issues associated with ensuring all students take Algebra 2 by the time they graduate.
- Student Services used the PDSA model to develop a system wide plan for addressing the issue of high school dropouts. In August 2009 each high school was provided a list of

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incoming 9th grade students who were identified as having research-based risk factors for dropping out of school, including attendance, suspensions and MSA scores. The Office of Alternative Education and Student Services worked with the high schools to develop intervention plans and track data.

- The Office of Special Education used the PDSA model in the development and refinement of the Designing Quality Inclusive Education Initiative (DQIE) program which continued this year at nine elementary schools and the middle schools into which they feed. Seventy participants were offered four off-site sessions related to Differentiated Instruction, Reading, Mathematics, Knowing the Learner, Formative Assessment and Co-Teaching, with a significant focus on Mathematics instruction.

In 2009-2010, the use of Lean strategies grew across the system. In collaboration with Howard Community College, an introductory workshop on Lean strategies was developed. Selected school system leaders participated in this training.

During the 2009-2010 school year, the Division of Finance and Operations and the Division of Organizational Support Services continued to use Lean workshops to examine ways to improve in key areas: Heating, Ventilation, and Air Conditioning (HVAC) Services, Family Medical Leave Act (FMLA) Services, and Transportation Services. Under the leadership of the Executive Director of Facilities Planning and Management, a core team was formed. Along with the Executive Director, these core team members participated in the Lean workshops and are now be able to do similar workshops within their own offices or departments, as well as support future workshops conducted within their division or other divisions. Additionally, a partnership with Honeywell Corporation in supporting Lean efforts was established. Representatives from Honeywell have attended HCPSS Lean workshops and invited HCPSS leaders to observe some of their Lean projects.

The improvements achieved through Lean have saved money, improved efficiency, supported collaboration, and empowered staff members. The overwhelming enthusiasm by workshop participants has sparked other groups to volunteer to participate in Lean workshops. A brief summary of this past year's results of the Lean workshops is presented below:

- Community Use of Facilities permitting process has been transformed from a complex paper driven process to a model online process. Results include greatly enhanced customer satisfaction, reduced cycle time of approval (65 days to 1 day), earlier billing of customers (6 months to 30 days), improved revenue stream (\$1.3M received as of May 2010), and reduced costs (Community Use of Facilities custodial overtime down by more than \$150K over FY09).
- Computer repair process for Apple computers involved stages of service which did not meet customer expectations. By reducing non value added steps, repair cycle time has been reduced from 41 days to an average of 12 days as of May 2010.
- Vehicle repair was formerly conducted by two different shops with extended repair times experienced by customers. As a result of a Lean workshop the operation was consolidated into one shop and cycle times have been reduced from 6 days to 2 days (service) and from 2 days to 1 day (oil changes). The total number of vehicles serviced has increased by more than 200 percent over FY 09 since the consolidation occurred (331 vs. 145).

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- The Family Medical Leave Act approval process was very difficult for customers to navigate and required an extended time for approval. The workshop was conducted in December 2009 with full implementation scheduled for summer 2010. By streamlining the steps required, reducing hand-offs and using technology (the Integrated Financial Administrative System (IFAS) and email instead of the pony), cycle time for approval has already dropped from 40 days to 21 days, and customer satisfaction has significantly improved.
- The results of the Lean workshop customer surveys were shared with bus contractors and used to modify the training for bus drivers. Additionally, a new series of performance measures will be developed. Collaboration with the Technology Department has begun to identify the best tools to support the process.

To promote efficiencies, especially with increasingly limited financial resources, the HCPSS emphasized the use of “Green” practices. In collaboration with the Howard County Government, a new recycling program was implemented which resulted in \$85,822 of savings. School Facilities staff along with schools and the Elementary and Secondary Science Offices have promoted Green School efforts, with a focus on behavior changes within schools. Demand reductions were equivalent to \$0.5M in the FY11 budget. School construction and renovation projects incorporate Leadership in Energy and Environmental Design (LEED) practices to further promote Green efforts.

The systemwide launch of Aspen, a student information software system, will allow improved capabilities for administrators to manage student data. At the system level, staff members are working collaboratively across divisions to enhance the *Bridge to Excellence* master plan. These efforts have also included the community through the District Planning Team and the Board of Education.

Communication and Public Engagement

This cross functional strategy requires each division to be more proactive with outreach efforts to the community. Several initiatives in this regard are particularly noteworthy. Brochures and presentations to facilitate a smooth transition from elementary to middle school for parents and students were developed by the Division of Instruction. This effort also brought a consistent message across the county for parents and students at this crucial time in their academic career.

The use of new tools for communicating with both staff and families were implemented this year through the Public Information Office. An electronic newsletter called Upd@te automatically appears every Monday when staff members open their email. This newsletter provides an opportunity to highlight key events and messages across the system as well as a means by which to celebrate our employees. A new vendor was selected for the electronic newsletters for parents, which includes the capacity to automatically translate the newsletters into three languages (Spanish, Korean, and Chinese).

To improve the process for notifying key staff members and local media stations in the event of inclement weather closings, a new emergency call system was implemented. This system enabled staff members within the Pupil Transportation Office to make over 300 calls

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simultaneously. This system also provided an additional 20 minutes before a decision had to be made on closures, which can be vital during some uncertain weather patterns.

The Office of TV and Video Production Services collaborated with the Office of Public Information to better advertise types of programming available to students, parents, and community members. One form of advertisement included posters for display in schools and public libraries. They also worked with several departments this year to provide programming to educate the community on key topics, such as redistricting and budgeting.

In a collaborative venture with the Howard County Government, HCPSS-TV now broadcasts all Board of Education meetings through Granicus, enabling both live and on-demand web video streaming viewing. The Office of TV and Video Production Services has developed a series of educational and informational programming, including offerings in Spanish, enabling more of our families access to these resources.

Another proactive communication strategy has been the collaboration with the PTA Council and the Community Advisory Council to bring topics that are being discussed by the Board of Education to these groups as a vehicle to enhance communication. This year, topics that were discussed included Race to the Top, High School Assessments, Bridge Plans, college entrance examinations, Policy 6020 School Construction Programs, and community use of school facilities. Discussions on topics such as these and others, like the budget, allow the community to provide informed testimony during public hearings or to share feedback with the Board of Education via letters or email. It also allows for transparency in school system operations.

The Office of Student and Family Services supports many activities throughout the year to encourage greater participation of parents and families in the educational process. Examples of some highly successful activities are listed below:

- Fifty-two parents of students in Grades K-12, from 12 schools, two BSAP Community Based Learning Centers, and one church participated in the 10th Village Empowerment Leadership series focused on developing leaders and advocates from under-represented populations. The seminar discussions were led by former participants, parent liaisons, teachers and administrators. As a result, 19 parents became volunteers at their respective schools. Results are encouraging, especially since the blizzard impacted attendance. This was the first year the series was offered in community sites to engage more parents who rely on public transportation to increase their ability to attend.
- Family and Community Outreach Parent Liaisons supported the increase in focus families' attendance at parent/teacher conferences. Parent attendance was 85 percent in 2009-2010 with three schools reporting 100 percent conference participation from focus families, despite the blizzard cancelling the designated conference dates.
- In 2009-2010, 45 parents from 30 schools participated in BSAP Parent Information Nights. Parents learned how to improve their children's thinking skills by incorporating metacognitive activities in their family interactions.

The Hispanic Achievement Office offers a variety of services and support to raise academic achievement of Hispanic students, engage families, and reduce the drop-out rate of Hispanic students.

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- The Parent Academy in Spanish, facilitated by Hispanic Achievement, graduated 38 parents from 12 elementary schools. Former graduates participated in continuous education workshops at an attendance rate of 77.5 percent. Schools with graduates are reporting clearly increased parental involvement.
- The Hispanic College Fund sponsors the Maryland Hispanic Youth Symposium to promote higher education among Hispanic high school students. Again this year the largest school system delegation was from the HCPSS with 48 Hispanic students from 11 high schools participating.
- *ENCUENTROS* – The first Spanish language TV program produced by the HCPSS Office of TV and Video Productions, in collaboration with staff from the Division of Instruction’s Hispanic Achievement team. This TV program targets Spanish speaking parents to provide them with tools to become more effective partners in the education of their children.

The Black Student Achievement Program (BSAP) focuses on accelerating systemwide academic achievement for students who are performing below standards, reducing suspensions of African American students, and increasing family and community engagement in all schools. The BSAP Program fosters parent and community involvement in academic achievement through:

- Quarterly Parent Information Nights – these county-wide sessions provide information to the community at large on such topics as preparing for the college journey, Multiple Intelligences, setting academic goals and parent advocacy.
- Financial Management Seminars – The BSAP Saturday Math Academy (SMA) partnered with St. John Baptist Church, The Council of Elders, and local sororities and fraternities to present Financial Management Seminars for community members, families and their children. Parents and children were engaged in activities that focused on the family budget process, received strategies to improve managing debt and securing real financial stability.
- MSA Celebrations – BSAP staff supported the efforts of the Council of Elders to celebrate elementary and secondary students who scored advanced on the Maryland School Assessment.
- Celebration of Excellence – The Council of Elders recognizes excellence in the HCPSS Black high school graduates with a cumulative grade point average of 3.0 or above.

The Black Student Achievement Program provides extended learning opportunities including:

- Community Based Learning Centers – The Black Student Achievement Program worked closely with the Columbia Housing Corporation, Inc., Howard County Housing, AOK Mentoring and Tutoring, Inc, and other community groups to offer after school homework support, long-term project support, chess tutoring to over 100 elementary age children each year in six Community-based Learning Centers, where 87 percent of these students either maintained or increased their homework grades during the past school year.
- Saturday Math Academy – The Saturday Math Academy meets every Saturday from 9am-12pm at Oakland Mills High School and is open to all Howard County students from Grades 4–12. Students attending the Saturday Math Academy may be in need of additional support or taking accelerated classes. Students are assigned to teachers and receive individual assistance with time to work in small groups on identified math skills.

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The Saturday Math Academy requests parents bring interim reports, report cards and any other pertinent information that can inform teachers on specific skills their child may need to further develop. Attendance is also monitored and used in addition to test results when analyzing data.

Over 400 students attended the 2010 BSAP Summer Programs. These four-week, full day enrichment programs provided instruction by Maryland State Certified Teachers to any Howard County Public School System student whose parents/guardians chose to enroll them in the program.

- The Summer Learning Camp designed for students entering Grades 1–5, provided instruction in reading, mathematics, Spanish, Chinese, ballet, vocal music, drama, MESA (Mathematics, Engineering, Science Achievement), and scrapbooking.
- The Student Enrichment and Accelerating Achievement of Learning Program, designed for students entering Grades 6–12, provided instruction in reading, general mathematics, algebra, science, social studies, English, and Spanish. Enrichment offerings included: newspaper publishing, drama, dance, basketball, robotics, MESA, and step dancing.

The Black Student Achievement Program is supported through partnerships including:

- The Council of Elders of the Black Community of Howard County – The Council of Elders of the Black Community of Howard County is a circle of men and women elders of African American or other African lineage. The Council of Elders of the Black Community of Howard County supports Goal 1 and 2 by encouraging, celebrating and recognizing students for their achievements as well as serving as mentors and role models for the family and community members of Howard County. Finally, the Council has sponsored a number of summits to assemble a variety of religious, civic and community organizations. The summits provided a forum for these groups to share the details of their neighborhood endeavors to support the families and students in Howard County and to identify new opportunities for partnership and collaboration.
- Black Student, Family, and Community Network – Volunteers from the Black community were recruited and organized to promote awareness and provide communication about the HCPSS resources to elementary and secondary students and families, such as volunteer opportunities within schools and on Department of Education Committees, to serve on decision-making teams such as the School Improvement Teams, Booster Clubs, Parent Teacher Association general meetings and executive teams. This initiative was facilitated by the Black Student, Family, and Community Network. The Black Student, Family, and Community Network continues to promote and facilitate the involvement of parents of Black children, their families and the community in positive collaboration with the HCPSS, thus helping children to be successful and to excel in their education and in life.

Customer Service (Division of Finance and Operations)

From improving response time to seeking more customer feedback, departments within the division have implemented several activities to improve performance. The Facilities Department surveyed principals, their customers, to gauge responsiveness. FY10 results yielded an aggregate score of 4.4 out of 5, an improvement from the 4.1 score received in FY09.

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Developers in the Technology Department worked to create data reports that enabled teachers and administrators to monitor student performance across multiple factors through an interactive tool called Sandbox. This tool is just one piece of our locally developed data warehouse called the Internet Repository of Online Accountability Data Systems (INROADS). The response to INROADS has been very positive. During Candid Conversations with Teachers, the access to INROADS and availability of data was repeatedly cited as a strength of the system. The roll-out of a new student information management system, Aspen, occurred in 2009-2010 at every elementary and middle school. The implementation of Aspen touched on virtually every core process within a school—attendance, grade reporting, scheduling, behavioral reporting, identification of services and demographic information. To ensure a successful implementation, strategic planning, comprehensive testing, and monitored pilots were essential.

Additionally, staff considered and addressed issues raised in previous implementations of student information management systems and regularly gathered feedback from participants in training and pilots. The smooth transition to Aspen, despite multiple blizzards, for all elementary and middle schools was a true success. Feedback from the over 7,000 staff members trained was extremely positive. The on-site support from the Technology Department during the roll-out was noted as one of the most valuable customer supports provided.

Exemplary Instruction (Division of Instruction)

Maryland's Third Wave of Reform

HCPSS Division of Instruction leaders have been following Maryland's work related to the federal Race to the Top program. Board members, central and school-based leaders, and community members have received briefings and updates on the state's reform plans. Staff members have carefully reviewed the state's Race to the Top application and have identified actions to prepare the HCPSS to participate fully in upcoming reform initiatives. One major component of the work that staff have begun relates to the goal of having all students graduate from high school, college and career ready. In preparation for aligning systemic efforts with the goals outlined in Maryland's Race to the Top program, staff in the Division of Instruction came together to identify indicators of college and career readiness. The readiness indicators identify key benchmarks that need to be in place at critical times in a student's PreK through Grade 12 career. Three elementary principals piloted workshops and parent presentations related to the readiness indicators. Their work has established a model that other principals will use to build relationships with parents in support of having all elementary students on track to graduate from high school, college and career ready.

Middle school staff members have intensified communications with parents and elementary staff members related to what students need to know and be able to do to be on track to graduate from high school, college and career ready. Elementary, middle, and high school materials were re-examined and aligned with a focus on giving all students the *HCPSS College and Career Advantage*. (See page 28.)

High school staff members are focused on ensuring student success in the ninth grade year. Research has indicated the importance of this critical year in students' high school careers. Counselors, teachers, and school administrators are working more closely with students to build

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relationships and provide needed supports. Teams are in place to continually monitor Goal 1 and Goal 2 data and to intervene as soon as possible when a student's performance indicates that he/she is not on track to graduate from high school, college and career ready.

During the 2010-2011 school year, schools will work more intensely in feeder pattern clusters to refine the work that has begun and to increase the percentage of students who possess all of the identified indicators of the *HCPSS College and Career Advantage*.

School Improvement

During the 2009-2010 school year, Central Office and school-based leaders worked collaboratively to enhance teacher understanding of the components of the State Curriculum assessed on the Maryland School Assessments. A two-day institute for teams from fifteen schools focused on the importance of teachers understanding the content and skills assessed on the state tests and on explicitly highlighting these skills in daily instruction. Curriculum staff developed a reading and mathematics *Handbook for Enhancing Understanding of the Maryland School Assessments*. Throughout the school year, administrators from the identified schools met together to customize the program to best meet the needs of their student populations. This program resulted in school-based leaders and teachers deepening their understanding of the state curriculum and of the need to explicitly highlight assessed content and skills when teaching the HCPSS curriculum. In addition to other initiatives that were previously in place, this school improvement work contributed to 90 percent of HCPSS elementary and middle schools making Adequate Yearly Progress (AYP). System leaders have further refined last year's work and during the 2010-2011 school year, eighteen schools will work collaboratively with Central Office staff in a professional learning community focused on school improvement.

Student Engagement

HCPSS school-based leaders came together with Central Office staff to focus on the continuum of support needed to ensure that all students graduate from high school. Efforts included focusing on the following systemic expectations:

- Know your students
- Ensure our students receive exemplary instruction that prepares them for college and careers
- Know what interventions and supports are in place to ensure their success
- Have a process in place for continuously monitoring their progress
- Develop a relationship with students and their families

The system established a collaborative learning community of leaders who focused on gaining a deeper understanding of strategies that engage students through quality first instruction, increased their awareness of the risk factors that cause students to drop out, and created an intervention plan for students exhibiting identified risk factors. This training and support reduced the number of students who dropped out during the 2009-2010 school year by six percentage points. Efforts have been expanded to begin intervening with at-risk students as early as elementary school.

Designing Quality Inclusive Education Initiative

During the 2009-2010 school year, the Designing Quality Inclusive Education (DQIE) initiative continued at nine elementary schools and the middle schools into which they feed. Seventy participants were offered four off-site sessions related to Differentiated Instruction, Reading, Mathematics, Knowing the Learner, Formative Assessment and Co-Teaching, with a significant focus on mathematics instruction. In addition to off-site sessions, each co-teaching team received four “coaching sessions” in their classrooms from Department of Special Education and Curriculum staff members. MSA 2010 mathematics data show an average increase of 12.8 percent of students with disabilities scoring proficient or advanced. Although one school did not show improvement in the area of mathematics, five schools yielded a positive change of at least 15 percentage points.

Co-teaching teams in five schools participated in the area of reading. MSA 2010 reading data show an average increase of 2.7 percent of students with disabilities scoring proficient or advanced. Three of five schools participating in the DQIE initiative showed at least a 10 percent improvement, while two schools showed a decline. The DQIE initiative will be continued at targeted schools during the 2010-2011 school year with a focus on mathematics and reading.

Summer Institute for School Improvement

This year’s summer institute continued the focus on student engagement and giving all students the college and career advantage. The June 2010 program “Believe in Me! Engage Me! I Will be College and Career Ready!” was attended by over 800 administrators, teacher leaders, and central office staff members who participated in over 50 sessions led by colleagues which focused on the skills and supports needed to ensure all students are successful and able to graduate from high school. Data from the online evaluation indicate that ninety-four percent of participants felt the event met or exceeded their expectations and ninety-two percent of participants indicated the information provided would support their team’s school improvement efforts. School leaders then had a second day to meet with their own school teams to continue work on their school improvement efforts.

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The College and Career Advantage

The Howard County Public School System (HCPSS) partners with families and the community to ensure that all students develop the knowledge and skills needed to be successful in the 21st century. The school system’s mission states that HCPSS expects each student to graduate ready “to participate responsibly in a diverse and changing world.” Although there is no single pathway to college and careers, achieving these readiness indicators as students progress from prekindergarten through Grade 12 gives students the college and career advantage.

Readiness Indicators

	Ready for K <i>Early Childhood Beginnings</i>	Ready for Grade 3 <i>Laying the Foundation</i>	Ready for Middle School <i>Strengthening the Foundation</i>	Ready for High School <i>Building for Success</i>	College/Career Ready <i>Making the Most of High School</i>
Academic Achievement	<ul style="list-style-type: none"> Identified as fully ready across the seven domains of the Maryland Model of School Readiness (Language and Literacy, Mathematics, Science, Social Studies, Personal/Social, The Arts, Physical Development and Health) 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics by end of Grade 2 At or above national norms on SAT-10 (Stanford Achievement Test) for Grade 2 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics in Grades 3–5 Scored proficient or advanced on reading and mathematics MSA/Mod-MSA/Alt-MSA for Grades 3 to 5 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics in Grades 6–8 Completed mathematics needed to take Algebra II in or before Grade 12 Scored proficient or advanced on reading and mathematics MSA/Mod-MSA/Alt-MSA for Grades 6 to 8 	<ul style="list-style-type: none"> Met HCPSS graduation requirements, choosing rigorous courses and electives** Completed at least Algebra II and took mathematics each year of high school Passed HSAs/mod HSAs on first administration or scored proficient or advanced on Alt-MSA Earned 500 or higher on each SAT subtest or earned a composite score of 22 or higher on the ACT
Academic (Learning) Behaviors	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the Prekindergarten Report Card* 	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the primary report cards (K and Grades 1-2) 	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the intermediate report card (Grades 3-5) 	<ul style="list-style-type: none"> Developed satisfactory or outstanding organization and time management skills, as well as the motivation to succeed 	<ul style="list-style-type: none"> Identified career goals and steps necessary to achieve them Developed work ethic and employability skills
Extracurricular and Community Involvement	<ul style="list-style-type: none"> Participated in community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Completed Service Learning requirement Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest
Attendance and Punctuality	<ul style="list-style-type: none"> Attended pre-kindergarten 96% or more of school days* Arrived at school on time each day* 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day
Responsible Behavior and Positive Attitude	<ul style="list-style-type: none"> Interacted appropriately with other children 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations

* Not all students enroll in a prekindergarten program; other indicators may be used for students in other programs/settings.

**Honors course, G/T course, AP course, Independent Research, G/T Intern/Mentor Program, or a high level course in the fine arts

Communication (Division of Organizational Support Services)

As described in the HCPSS Communication and Public Engagement Strategic Plan (2009), communication is a primary function of leadership and a responsibility of all employees. In support of that principle, the Division of Organizational Support Services (DOSS) has focused this year on the use of technology to increase communication effectiveness with employees, educational partners and the greater community. Specifically, school websites have been improved through the use of unified design templates, and a systemwide "Intranet" was launched for staff members that makes key system documents readily available in a user-friendly format.

Further, two new communication methods were developed to ensure regular and frequent communication to staff members and parents: "*Upd@te-*" A systemwide electronic newsletter was developed to disseminate news and information to school staff, and "*Home from School-*" provides systemwide communication to parents and families every Monday morning. Both publications have been very well received.

Professional development sessions for Communication 101 were completed with new leaders in the HCPSS, and DOSS members provided five sessions in the series of Conversations with Colleagues.

A new Student/Parent Handbook was developed for the opening of schools in August 2010 as an addition to the HCPSS resources for families. Parents shared that it was difficult to track all of the materials and information that came home from school, especially at the beginning of the school year. In response, information has been combined that was previously provided in the calendar handbook, level handbooks, and various brochures – all in one convenient publication. The new Student/Parent Handbook offers a single reference for school system information, school procedures, school level information, graduation requirements, assessment testing schedules, support and special education services, and special programs. To increase engagement of our parents and families, the handbook includes a section on parent and family involvement complete with an at-a-glance reference for volunteer opportunities clearly identified as single day or multiple day commitments. The HCPSS Student Code of Conduct and a summary of student responsibilities and behavior policies which are in the Handbook further demonstrate the commitment to achieving Goal 2.

These strategies support several of the principles outlined in the Communication and Public Engagement Strategic Plan including:

- Provide accurate, understandable, and timely communication that is essential to decision making processes
- Provide a variety of sources and strategies to enhance the system's ability to communicate effectively with diverse audiences
- Create a communication environment in which all students, staff, families, and community members participate and contribute.

System Challenges and Priorities for 2010-2011

Goal 1

There is much cause for celebration, given the high level of academic performance of HCPSS students on state mandated assessments, yet the process of improvement never ends. The HCPSS realizes that there is still more work to do in order for all students to succeed academically. Our challenges are not unlike other districts. Some of our student groups have not yet met the academic standards. Some of our schools are struggling to meet state standards for certain student groups as Annual Measurable Objectives (AMOs) continue to rise.

An examination of performance on the 2010 state assessments indicates the need to continue to provide additional resources and supports for Free and Reduced-Price Meals Services (FARMS), and English for Speakers of Other Languages (ESOL). Increasing numbers of English Language Learners (ELL) augment this challenge. Additionally, there had been an increase in the earlier identification and intervention approaches for students requiring special education services for autism. Thus, staffing to support programs for these students was identified as a priority in the FY11 Operating Budget.

Teacher expectation is often cited as a key component of academic success for students. Therefore, the HCPSS continues to emphasize the importance of “knowing the students behind the data” and understanding how to differentiate instruction to support students receiving special services (such as FARMS, special education and ESOL) but also to support enrichment opportunities to encourage acceleration and greater academic challenges for all students. Professional development becomes crucial in addressing these areas, and the FY11 budget includes funding to continue to support the cultural proficiency training as well as training for administrators and teachers to meet the needs of all students, which includes job-embedded professional development delivered by support teachers.

The success of students in the Class of 2010 in meeting the HSA graduation requirement highlighted the importance of providing targeted resources (staffing, materials, and funds) to support schools in delivering quality instruction for students pursuing the Bridge Plan option. The resources to support administrators and teachers in being able to access data and track student performance is also critical to successful intervention programs, thus it becomes essential to keep computer hardware and software updated. Identifying funds to support these priorities in the FY11 budget was challenging as the economic issues affecting federal, state, and local funding sources impacted the HCPSS and required budget cuts in many areas.

During the 2009-2010 school year, an Information Technology Task Force was convened and brought forward recommendations and priorities for meeting needs in this critical area. Based on the recommendations of this task force, the school system conducted a pilot to evaluate the feasibility of using netbook laptop computers in classrooms. Results were positive with student engagement increased and the ability to put more computers into the hands of our students at a lower cost. The current mobile lab contains 15 laptop computers. The new contract for Replacement Plan 1.0 was negotiated to include 30 netbooks for each mobile computer lab in elementary and middle schools, doubling the previous configuration.

Executive Summary (continued)

Strategies that have proven to be successful in addressing the needs of African American and Hispanic students will be continued in the FY11 budget. This includes the activities led by the Hispanic Achievement Specialist and the Black Student Achievement Program Specialists.

The HCPSS addressed state and federal mandates for Technology Literacy by including technology support teachers at the elementary school level. These teachers were recognized repeatedly by colleagues as being crucial to the success of both teachers and students in becoming more proficient with the use of technology. The elementary technology support teachers will be continued in FY11; unfortunately, the budget restrictions for FY11 made it impossible to add technology support teachers at the middle school level. However, school based administrators were encouraged to use other support positions within their schools as a way to provide technology instruction and support.

Goal 2

The school system continues to face the challenge of reducing suspensions, especially for African American and Hispanic students and for students receiving free and reduced-price meal services. The Positive Behavioral Interventions and Support program will be continued in 2010-2011. Additionally, a program to provide intensive support within the elementary school for students exhibiting serious behavioral problems will be continued this year.

In August 2009 each high school was provided a list of incoming 9th grade students who were identified as having research-based risk factors for dropping out of school, including attendance, suspensions and MSA scores. The Office of Alternative Education and Student Services worked with the high schools to develop intervention plans and track data. Results were positive and as a group these students had a 93.5 percent attendance rate and a six percent decrease in high school drop outs for the year. Course grades were encouraging with over 60 percent of these students receiving a C or better as follows: 72.5 percent in English, 60 percent in history, 64.2 percent in mathematics, and 64.5 percent in science. For 2010-2011, this cohort of students will continue to be followed, and the program will be expanded where new groups of incoming 6th and 9th grade students will be monitored and supported.

Continuing to improve community engagement and parent involvement, particularly among under-represented groups is another challenge facing the school system. Funds to support the translation of communications for parents were included in the FY11 budget. Additionally, the continuation of funding to support outreach to international families was a priority. In a year of tough budget decisions, not eliminating positions to support these programs can also be viewed as a priority effort.

The physical environment of the school building is also essential to the creation of a safe and nurturing environment for students and staff. An assessment of the physical facilities in every HCPSS school was completed and has been used to prioritize maintenance efforts. With tight budgets, it is essential that resources are targeted in the most strategic manner possible to keep all schools operating efficiently.

High Leverage Strategies

The greatest challenge facing the HCPSS in addressing the high leverage strategies identified in the system strategic plan is the growing concern about possible budget reductions due to dismal economic factors impacting the state and local governments. This challenge will require the HCPSS to continue its focus on continuous improvement and the development of high leverage strategies. Improving current processes and practices is one sure way to find budget savings that may protect positions and programs that are essential to student success. This fall a Lean workshop focused on the Local Assessment process will be conducted, hopefully yielding process changes that will be even more valuable as the implementation of Common Core curriculum standards and Race to the Top initiatives are adopted. Collaboration across divisions will be critical in the year ahead.

In summary, aligning resources to support these efforts and to meet both the system goals and the Maryland State Department of Education accountability measures is crucial to the success of the HCPSS. An explanation of how the budget supports improvement efforts follows in the budget narrative.

System Priorities and Fiscal Resources

Fiscal resources are directly tied to the priorities established in the HCPSS Bridge to Excellence Master Plan. The Fiscal Year 2011 general fund operating budget is funded by the Howard County Government (68.8 percent), the State of Maryland to include the American Recovery and Reinvestment Act (ARRA) State Stabilization funds (30.4 percent), and other sources (0.8 percent). For FY11, funding for the school system was increased by 6.4 percent from the State of Maryland, increased by 1.6 percent from Howard County and decreased by 13.2 percent through other sources. Additionally, the school system anticipates restricted funds grants revenue totaling \$43.7 million.

In these difficult budget times, all staff members were asked to examine ways to find reductions. Examples include:

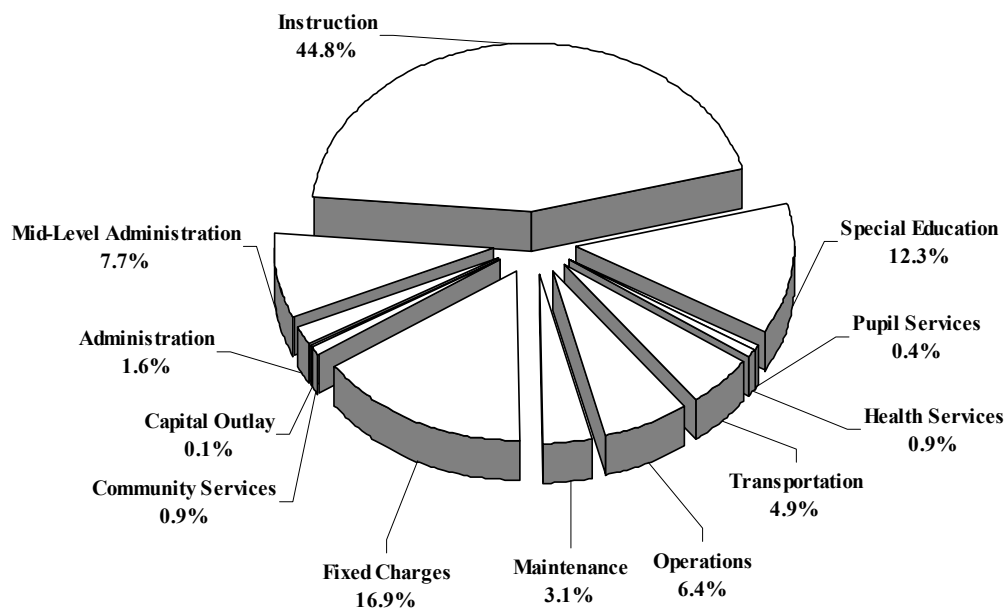
- The Division of Instruction cut \$531,000 in the FY11 budget.
- The Technology Department in the Division of Finance and Operations was able to find \$600,000 in reductions through contract consolidation and renegotiation in the FY11 budget.
- The Benefits Office conducted a dependent eligibility audit and removed 917 ineligible members from health care. It is anticipated this will save about \$4 million annually.
- The school system entered into the Baltimore Regional Cooperative Purchasing Consortium which resulted in projected savings of over \$1 million in FY11.
- Staff members in Building Services are working with schools and the Elementary and Secondary Science Offices to promote Green School efforts, with a focus on behavior changes within schools. Energy demand reductions to date are equivalent to about \$500,000.
- The HCPSS was one of two school systems in Maryland to participate in an energy curtailment program, involving 10 schools over the summer months, which resulted in income totaling \$136,000 as a result of successful curtailment exercise in FY09. This program will be repeated in the summer of 2010.

Executive Summary (continued)

- The Technology Department implemented remote network shutdown of desktop computers in high schools. Based on existing baseline figures, this will result in savings estimated at greater than \$100,000 annually.

The HCPSS investment plan for FY11 is shown below. The FY11 approved operating budget is \$675.3 million, an increase of 2.8 percent over the FY10 budget. With the anticipated restricted grant revenue of \$43.7 million, a total of \$719 million will be available for FY11. This budget was crafted to maintain momentum towards improved academic performance. It focused on avoiding short-term increases and future costs, preserving classroom instruction, protecting class size, funding small strategic improvements, and repurposing funds to meet critical needs. Significant cuts and cost saving measures were identified allowing system priorities to continue being funded.

Fiscal 2011 Approved Budget Expenditures (General Fund Operating Budget)



Increases and in some cases, maintenance of effort, in the approved FY11 budget build on system successes, including the implementation of strategies that target specific areas for improvement. The following general fund operating budget allocations (shown in rounded amounts) are linked to critical system priorities identified for 2010-2011. Initiatives designed to address system priorities support one or more of the *Federal Elementary and Secondary Education Act (ESEA)* goals and/or address specific student groups or cross-cutting themes per the State of Maryland *Bridge to Excellence in Public Schools Act (BTE)*. Note: Because the following system priorities may support multiple ESEA goals and/or BTE groups/themes, the attached budget amount (in parentheses) may be shown multiple times.

Executive Summary (continued)

ESEA Goal 1: Funding in the FY11 budget to support mathematics and reading achievement include the following:

- Retaining 17 secondary mathematics instructional support teachers (\$1,288,850) and 16 elementary mathematics support teachers (\$1,176,670)
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families and retaining 4 bilingual liaisons in the Title III federal grant funds; also supports ESEA Goals 2 and 5 (\$695,470)
- Retaining 113 reading specialists (\$8,627,410)
- Maintaining 102.8 teachers in the English for Speakers of Other Languages (ESOL) Program; also supports ESEA Goals 2 and 5 (estimated \$6,790,710)
- Maintaining 45.5 paraeducators in the English for Speakers of Other Languages (ESOL) Program; also supports ESEA Goals 2 and 5 (estimated \$1,201,030)
- Maintaining 2.0 ESOL Resource Teachers to provide professional development and resources to schools throughout the system from the operating budget and Title III federal grant funds; also supports ESEA Goals 2 and 5 (\$147,870)
- Retaining 16 reading support teachers (\$1,268,160)
- Adding 0.5 reading specialist to support enrollment growth (\$27,500)
- Retaining 38 differentiated staffing positions to provide targeted support for schools that have a higher number of students performing below grade level (also supports ESEA Goal 5) (\$2,571,300)
- Retaining 1.0 cultural proficiency coordinator to support the school system's ongoing cultural proficiency initiative (also supports ESEA Goal 3) (\$101,670)
- Retaining 11 math Algebra I/Data Analysis teachers to provide instructional interventions, implement co-teaching practices, and accelerate mathematics (also supports ESEA Goal 5) (\$645,940)
- Retaining 7.0 teachers to provide instructional interventions, implement co-teaching practices, and accelerate reading performance (also supports ESEA Goal 5) (\$443,470)
- Retaining over 200 contracted teachers for extended-year services at Academic Intervention sites (also supports ESEA Goal 5) (\$715,160)
- Retaining 1.0 LDHD Facilitator for programs and services that support students with learning disabilities/attention deficit hyperactivity disorder (also supports ESEA Goal 5) (\$117,530)
- Retaining 1.0 teacher, 2.0 paraeducators and 2.0 student assistants for an elementary primary learner class for students with Autism. (\$180,650)
- Retaining evening school and summer school to provide an intervention program for HSAs (also supports ESEA Goal 5) (\$72,220).
- Adding 1.0 teacher to support elementary gifted and talented program growth (\$55,000)
- Adding 2.0 teachers and 1.5 paraeducators to support growth of the Kindergarten/Prekindergarten program (\$143,000)
- Retaining funds for registrations for Maryland State Department of Education (MSDE) online courses in Language Arts, Math, Science, and Social Studies (also supports ESEA Goal 5) (\$12,000)
- Adding 1.5 media specialists for enrollment growth (\$82,500)

Executive Summary (continued)

- Retaining elementary after-school mathematics tutoring sites (\$110,000) and summer academic intervention programs for students below grade level in reading and/or math for 20 schools. (331,320)
- Adding 0.5 counselor for enrollment growth (also supports ESEA Goal 4) (\$27,500)
- Math intervention initiatives are provided the by operating budget (\$259,800) and the Title II grant (\$14,700)
- Funding for Bridge Plan Mentors are provided by a MSDE grant via the Office of Special Education and ARRA funds. (\$80,000)
- Maintaining funds for fees and presentation materials for students participating in programs, competitions and research and intern/mentor programs. (\$10,000).
- Retaining 35.0 occupational therapists (also supports ESEA Goal 5) (\$2,565,850).

ESEA Goal 2: Funding in the FY11 budget to support English Language Learners (ELL) students include the following:

- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families and retaining 4.0 bilingual liaisons in the Title III federal grant funds; also supports ESEA Goals 1 and 5 (\$695,470)
- Maintaining 102.8 teachers in the English for Speakers of Other Languages (ESOL) Program; also supports ESEA Goals 1 and 5 (estimated \$6,790,710).
- Maintaining 45.5 paraeducators in the English for Speakers of Other Languages (ESOL) Program; also supports ESEA Goals 1 and 5 (estimated \$1,201,030).
- Maintaining 2.0 ESOL Resource Teachers to provide professional development and resources to schools throughout the system from the operating budget and Title III federal grant funds; also supports ESEA Goals 1 and 5 (\$147,870).

ESEA Goal 3: Funding in the FY11 budget to support high quality teaching including the following:

- Retaining 1.0 cultural proficiency coordinator to support the school system's ongoing cultural proficiency initiative (also supports ESEA Goal 1) (\$101,670)

ESEA Goal 4: Funding in the FY11 budget to support safe schools include the following:

- Adding 0.5 counselor for enrollment growth (also supports Goal 1) (\$27,500)

ESEA Goal 5: Funding in the FY11 budget to support improved high school graduation and dropout rates include the following:

- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families and retaining 4 bilingual liaisons in the Title III federal grant funds; also supports ESEA Goals 1 and 2 (\$695,470)
- Maintaining 102.8 teachers in the English for Speakers of Other Languages (ESOL) Program; also supports ESEA Goals 1 and 2 (estimated \$6,790,710)
- Maintaining 45.5 paraeducators in the English for Speakers of Other Languages (ESOL) Program; also supports ESEA Goals 1 and 2 (estimated \$1,201,030)
- Maintaining 2.0 ESOL Resource Teachers to provide professional development and resources to schools throughout the system from the operating budget and Title III federal grant funds; also supports ESEA Goals 1 and 2 (\$147,870)

Executive Summary (continued)

- Retaining 18 special education support teachers to provide instructional interventions, implement co-teaching practices, and accelerate mathematics and reading performance (also supports ESEA Goal 1) (\$1,089,410)
- Retaining over 200 contracted teachers for extended-year services at Academic Intervention sites (also supports ESEA Goal 1) (\$715,160)
- Retaining 1.0 LDHD Facilitator for programs and services that support students with learning disabilities/attention deficit hyperactivity disorder (also supports ESEA Goal 1) (\$117,530)
- Retaining funds for registrations for Maryland State Department of Education (MSDE) online courses in Language Arts, Math, Science, and Social Studies (also supports ESEA Goal 1) (\$12,000)
- Adding 1.0 assistant principal for enrollment growth (\$98,100)
- Retaining funds to support appropriate assistance for high school students who fail required High School Assessments (\$48,000)
- Retaining evening school and summer school to provide an intervention program for HSAs (also supports ESEA Goal 1) (\$72,220).
- Retaining 35.0 occupational therapists (also supports ESEA Goal 1) (\$2,565,850)

As indicated above, most FY11 budget increases were necessary to support the demands of a growing school system. Additional positions to support enrollment growth were added or reallocated based on projected enrollment at schools. Staffing and materials to support growing student groups (English Language Learners and special education) was increased. In most cases, maintenance of effort was the best the HCPSS could do to support ongoing needs.

Most of the other increases in the budget were necessary to uphold negotiated agreements with employees, including cost increases for health care coverage, and to support the operation of the physical plant, such as technology infrastructure and rising fuel costs.

Federal American Recovery and Reinvestment Act (ARRA) funding consists of State Fiscal Stabilization (SFS) funds as well as IDEA grant funds. The HCPSS Operating Budget was built on the anticipation of major state aid programs being fully funded in FY11. The ARRA SFS funding of \$5.87M were purposefully directed to professional development priorities in our master plan. Addressing the need to increase the effectiveness of our highly qualified teaching staff, and to ensure all students have the College and Career Advantage, ARRA funds are being used for professional development, tuition reimbursement, and National Board Certification. In addition to professional development, ARRA funds are being used for summer academic intervention programs for students below grade level. Throughout our operating budget, ARRA funding is incorporated toward preparing HCPSS students for success in college and the workplace.

Funding was received through an Education Technology state grant, a collaborative effort throughout the state, to develop college and career data systems. The HCPSS is leading this ARRA grant titled, "College and Career Readiness". The purpose of this grant is to assist school systems in increasing resources available for teachers and students and to strengthen existing support systems related to the Algebra II and English IV High School Assessments (HSAs). This project will support teachers as they integrate educational technology into HSA mastery

Executive Summary (continued)

classes, Algebra II and English IV instruction, and assessments of student performance, with an additional focus on using student data to guide instruction. Partner school districts will support the development of the learning modules and creation of reusable learning objects that can be part of online professional development courses, traditional face-to-face training, or flexible combinations of the two. Upon completion, these offerings will be accessible to all Maryland teachers as they work to prepare students for the 21st century workplace.

Careful planning occurred to ensure the limited availability of ARRA funds would not create a situation where efforts could not be sustained once these funds were exhausted. The “College and Career Readiness” grant included the creation of one new position, and only three pre-school special education positions have been added through ARRA funding. The ARRA IDEA grant funds were targeted toward assistive technology, technology replacement, professional development provided to school staff regarding reading and mathematics, evidence based instruction, assessment and extended school year services for our special education students. Anticipating the ARRA “funding cliff” resulted in a sustainable budget for the HCPSS.

The fiscal 2010 net State Revenue was less due to a decrease in unrestricted Medicaid reimbursements from the Health Department. ARRA grants span over two years. Of the total amount, \$5,875,808 in IDEA ARRA funds awarded in fiscal 2010 will be reserved for assistive technology, extended school year services, nonpublic placements and technology replacement, and \$107,924 in State Fiscal Stabilization funds will be reserved for summer services in fiscal 2011. The local revenue decreased due to not utilizing the contingent revenues for anticipated grant funds and a reduction in investment income.

As stated previously in these difficult budget times, staff members were asked to examine ways to find efficiencies or redirections that created cost savings or future cost savings while still maintaining momentum toward improved academic performance. By finding efficiencies we reduced supplies by at least \$210,000. Through our systemwide initiative to reduce energy we decreased our anticipated utility cost \$1,126,873. A bus driver position was not filled last year at a savings of \$37,270.

Progress Summaries: ESEA Goals, BTE Specific Student Groups, and BTE Cross-Cutting Themes

ESEA Goal 1: Achievement on Maryland School Assessments (MSAs)

Students in the HCPSS continue to achieve at high levels. More than 84 percent of all students in all grades scored at proficient or advanced in reading and mathematics on the MSAs, and nearly all schools met or exceeded rigorous accountability standards. Additionally, 78.5 percent of 5th grade students and 86.4 percent of 8th grade students scored proficient or advanced on the Science MSA. Strategies that have contributed to this success have included the employment of specialized content support teachers, the implementation of the co-teaching model to pair special educators with regular classroom teachers, the use of refined assessment and differentiation tools and techniques, collaboration between departments to address achievement gaps for specific student groups, and ongoing professional development in several targeted areas. To affect

Executive Summary (continued)

continued improvement across the system and especially at the schools that did not make AYP, these strategies will continue to be implemented, with special focus paid to those schools and student groups which are experiencing the greatest challenges.

ESEA Goal 2: Limited English Proficient Students

Limited English Proficient students enrolled in the HCPSS have been successful in both progressing towards and achieving English proficiency. A variety of curricular adjustments, professional development emphasis areas, and procedural changes have contributed to this success. The introduction of new instructional materials for content areas, further integration of ESOL curricular objectives with content objectives, and the expansion of assessment and data collection activities have addressed some ongoing program challenges. Using a co-teaching model similar to the one used in special education has also proved beneficial. In 2010-2011, systemwide initiatives designed to improve performance by all students on the MSAs will also prove helpful to English Language Learners who struggle in mathematics and reading. Additionally at the high school level, the program for newcomers will be continued.

ESEA Goal 3: Highly Qualified Teachers

During the 2009-2010 school year, 93.6 percent of classes offered by the HCPSS were taught by highly qualified teachers. This represents an increase of 1.1 percentage points from 2008-2009. The Office of Human Resources continued to use nationwide recruitment strategies that targeted specific applicant pools such as the incoming population related to the Base Realignment and Closure (BRAC) process. Partnerships with the Future Educators of America and the Howard Community College Alternative Teacher Preparation programs remained a high priority, as did the recruitment of degree-holding staff into certificate programs. These strategies, along with a broad range of professional development offerings and a comprehensive benefits package that includes tuition reimbursement, will continue to be used in 2010-2011 to meet the ongoing need for teachers highly qualified in critical content areas.

ESEA Goal 4: Safe Schools

Although no schools in the HCPSS were identified as persistently dangerous, providing safe and nurturing learning environments for all students is always the highest priority. Policies and procedures continued to be examined and revised, and professional development on topics ranging from relational aggression to cultural proficiency continued to be offered. Alternative education programs were put in place when appropriate, and the number of schools participating in PBIS increased to 50. An emphasis on monitoring data on office referrals and suspension throughout the school year was supported by student services teams in every school. These activities will continue in 2010-2011.

ESEA Goal 5: Graduation and Dropout Rates

HCPSS students exhibit high graduation rates, though dropout rates among specific student groups are continuing areas of concern. To address this challenge, the school system offers a

Executive Summary (continued)

range of interventions to support success on the HSAs. Additionally, academic options such as Evening School, the Bridge Plan for Academic Validation, and the newly implemented Credit Recovery Initiative provide opportunities for students for whom traditional pathways to graduation are most difficult. To engage students at risk of dropping out, programs that support improved attendance, HSA success, work experience for students, and culturally proficient teaching will be expanded.

BTE Specific Student Groups

Career and Technology Education: The Career and Technology Education program expanded the number of industry certifications available to students in Construction Management (NCCER), PC Systems (CCENT), Allied Health (Pharm Tech), and Visual Communications (Print Ed). Staff members are currently working on Automotive Technology (NATEF) and College Level Examination Program (CLEP) certification offerings. This year the Career and Technology Education office staff also worked on a plan to increase student retention in academy programs. For 2010-2011, staff will continue to explore the possibility of implementing new academies, namely ones in agriculture, design, cyber security and Homeland Security.

Early Learning: HCPSS Early Learning programs have been successful due to activities such as individual student assessments, tailored interventions, and persistent follow-up. A new PreK science initiative is being implemented to address the lag in Maryland Model for School Readiness (MMSR) scientific thinking scores, and other strategies will be used to increase the number of kindergarten students with disabilities who participate in state readiness assessments. Professional development covering a wide array of relevant topics will continue to be offered to the teachers and staff who work with the youngest HCPSS learners. The MMSR data, available to teachers on the local data system, enable data conversations to support early learners.

Gifted and Talented Education: In 2009-2010, the Gifted and Talented Education program made progress towards its local objectives. At least 95 percent of the students who participate in the Elementary G/T Mathematics program and middle school G/T content area classes from many student groups, grade bands, and schools, performed at the advanced level on the MSAs. The targeted 15 percent overall participation for all student groups was achieved in the majority of elementary schools and the targeted 20 percent overall participation was achieved in all middle schools. Participation in advanced-level classes grew as seminar offerings were increased and outreach to students in specific groups was expanded. In 2008-2009, department staff created a strategic plan that includes collaboration with administrators to address scheduling issues that affect access by students—especially those from underrepresented groups—to talent development offerings. This plan will continue to be implemented in the 2010-2011 school year.

BTE Cross-Cutting Themes

Educational Technology: Successful practices were continued as technology support teachers in elementary schools provided technology literacy skills to students, along with professional development and basic troubleshooting support for classroom teachers. Through the equipment/standardization plan and the Designing Quality Inclusive Education initiative, computers, mobile labs, LCD projectors, and other equipment were provided to schools. The

Executive Summary (continued)

Office of Instructional Technology (formerly the Office of Media and Educational Technology) will continue to collaborate wherever possible as other departments strive to incorporate educational technology goals and activities into curricula, administrative procedures, school improvement plans, and professional development. For 2010-2011, new curricula to address results from the Technology Literacy Assessment will be incorporated.

Education that is Multicultural: Cultural Proficiency is an important aspect of the HCPSS Goal 2, to provide a safe and nurturing school environment that values our commonality and diversity, and is one of the school system's cross functional high leverage strategies. During 2009-2010, professional development offerings on the subject were continued, and a self-assessment tool was developed for teachers. A strategic planning committee developed long-range plans for supporting this effort. Curricular staff continued to assess instructional materials and curricula used in the system, with results that will guide future professional development. School climates were improved through the publication of home/school communication materials in six major languages, and community organizations were tapped for resources about specific cultures. These activities will continue in 2010-2011, with an additional focus on exploring new ways to measure the system's progress toward cultural proficiency and its impact on student performance.

Summary

Good stewardship is most critical in the current economic crisis. In planning for fiscal year 2011, we carefully examined all programs and initiatives. At the same time, we ensured that each funded program continues to support our core mission and is consistent with our goals of student achievement and safe learning environments.

The activities and efforts which have been highlighted are only an example of the exemplary work going on in the Howard County Public School System. It is through the day to day dedication and commitment to excellence by nearly 8,000 employees which ensures the needs of our 50,000 students are met and that each student is prepared to participate responsibly in our diverse and changing world.

Executive Summary (continued)

1.1.A: Current Year Variance Table							
Local School System: Howard County							
		FY 2010	FY 2011				
		Original	Original				
		Approved	Approved				
		Budget	Budget	Change	% Change		
Revenues:							
Local Appropriation		457,560,424	464,708,788	7,148,364	1.6%		
Other Local Revenue		14,428,102	17,044,847	2,616,745	18.1%		
State Revenue		191,285,963	203,265,236	11,979,273	6.3%		
Federal Revenue		33,103,271	33,848,779	745,508	2.3%		
ARRA Funds		10,117,446	12,039,053	1,921,607			
Other Federal Funds		22,985,825	21,809,726	(1,176,099)			
Other Resources/Transfers		416,350	180,000	(236,350)	-56.8%		
Total Revenue		696,794,110	719,047,650	22,253,540	3.2%		
Change in Expenditures:						Amount	FTE
Local Goal 1:	All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.						
NCLB:	Item:						
	Subtotal:						
Local Goal 2:	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language.						
NCLB:	Maintain staff at current staffing ratio's						
	Subtotal:						
Local Goal 3:	All Core Academic Subject (CAS) classes will be taught by highly qualified teachers.						
	Cut contracted services -replaced professional development consultants with our own highly qualified staff				(1,036,440)		
	Reduced conference and meetings -no longer providing food for meetings				(118,000)		
	Subtotal:				(1,154,440)		
Local Goal 4:	All students will be educated in learning environments that are safe, drug free, and						
NCLB:	Adds .5 Counselor for enrollment growth				27,500		0.5
	Deferring numerous cosmetic maintenance projects				(722,350)		
	Subtotal:				(694,850)		0.5
Local Goal 5:	All students will graduate from high school.						
	Reduced supplies and textbooks				(64,089)		
	Maintains funds for mastery courses and after-school programs to provide appropriate assistant to student who fail required high school assessments						
	Subtotal:				(64,089)		
Local goals and indicators							
NCLB:	Item:						
	Subtotal:						
Mandatory/Cost of Doing Business (Not captured elsewhere)*							
	Increases in contractual agreements - salaries				10,361,890		
	Increases in contractual agreements - benefits (if itemized separately)						
	Health Benefits				8,055,290		
	Retirement				1,471,000		
	Tuition Reimbursements				224,000		
Transportation					618,680		
Utilities					(1,500,000)		
Nonpublic Special Education Placements					5,530		
Reduced overtime for start of school preparation					(177,450)		
Additional Positions for Enrollment Growth (Salaries)					382,600		8.0
Central Office positions cut in order to maintain class size (Salaries)					(690,470)		(9.0)
Deferred the purchase of replacement vehicles					(417,700)		
Subtotal – Mandatory/Cost of Doing Business					18,333,370		(1.0)
Other (list items separately. Total must not exceed 10% of Change in Total Revenue)*							
	incentive and innovation grants				5,833,549		
Subtotal – Other					5,833,549		
Total (must equal the Change in Total Revenue)					22,253,540		(0.5)
Howard County Public School's two strategic goals support our mission and are interwoven into all of the ESEA Goals.							
Goal 1: Each child, regardless of race, ethnicity, gender, disability, or socioeconomic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.							
Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.							

Executive Summary (continued)

1.1.B: Prior Year Variance Table (Comparison of Prior Year Expenditures)					
Local School System: Howard County					
		FY 2010 Original Budget	FY 2010 Final Budget		
		7/1/2009	6/30/2010	Change	% Change
	Local Appropriation	457,560,424	457,560,424	0	0%
	State Revenue	191,285,963	191,098,669	(187,294)	0%
	Federal Revenue	22,985,825	16,338,366	(6,647,459)	-29%
	Other Resources/Transfers	416,350		(416,350)	-100%
	Other Local Revenue	14,428,102	7,804,548	(6,623,554)	-46%
	Federal ARRA Funds	10,117,446	10,021,801	(95,645)	-1%
	Total	696,794,110	682,823,808	(13,970,302)	-2%
NCLB Goal	Expenditure Description	Planned Expenditure	Actual Expenditure	FTE	
Goal 1:	All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.				
1	Adds 2 elementary after-school mathematics tutoring sites	16,250	16,250		
1	Adds funds for classroom supplies	210,000	0		
1	Adds funds for registrations for MSDE online courses	12,000	12,000		
1	Adds salary and benefits (2 Prekindergarten teachers and 1 Prekindergarten paraeducator)	158,330	158,330	3.0	
1	Adds salary and benefits (3 Gifted and Talented teachers to support program growth)	188,480	188,480	3.0	
1	Adds salary and benefits for .1 psychologist	16,540	8,440	0.1	
1	Adds salary and benefits for 1 teacher, 2 paraeducators and 2 student assistants for an elementary primary learner class for students with Autism	180,650	180,650	5.0	
Goal 2:	All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language.				
2	Adds staff and benefits (9.0 teachers and 5.5 paraeducators)	745,190	745,190	14.5	
2	Upgraded specialist to coordinator to support limited English proficient students	21,500	21,500		
Goal 3:	All Core Academic Subject (CAS) classes will be taught by highly qualified teachers.				
	Maintain high quality professional development, leadership training and collaborative learning communities.				
Goal 4:	All students will be educated in learning environments that are safe, drug free, and conducive to learning.				
4	Adds salary and benefits for bus driver	40,220	2,950	1.0	
4	Adds salary and benefits for transportation nurse	53,140	53,140	1.0	
Goal 5:	All students will graduate from high school.				
5	Continues expansion of evening school and summer school to provide an intervention program for HSA's.	72,220	72,220		
Mandatory Cost of Doing Business					
10	Additional Positions for Enrollment Growth (to include salary and benefits)	1,895,260	1,895,260	33.8	
10	Central Office positions cut in order to maintain class size	(551,090)	(551,090)	(10.2)	
10	Increases in contractual agreements - salaries	5,500,000	5,500,000		
10	Nonpublic Special Education Placements	819,580	819,580		
10	Transportation	32,910	29,771		
10	Utilities	1,699,850	572,977		
Other (must not exceed 10% of Change in Total Revenue)					
25	Other Grant contingent revenues for anticipated ARRA funds and competitive incentive and innovation grants	3,595,060	(8,989,860)	5.5	
Total		14,706,090	735,788		

Executive Summary (continued)

1.1.C: ARRA Funds Financial Reporting Table							
Local School System: Howard County							
CFDA	Grant Name			FY 09 Budget	FY 10 Budget	FY 11 Budget	Total Arra Funds
10.579	National School Lunch - Equipment Assistance			-	-	-	-
84.386	Education Technology State Grants (College Career)			-	-	1,233,537.64	1,233,537.64
84.387	Homeless Children and Youth			-	-	-	-
84.389	Title I - Grants to LEAs, Neglected and Delinquent			-	-	-	-
84.391	IDEA Part B - Grants to States-Pass-Through			-	-	4,925,875.76	4,925,875.76
	IDEA Part B - Grants to States-Discretionary			-	-	-	-
84.392	IDEA Part B - Preschool Grants			-	-	164,845.33	164,845.33
84.393	IDEA Part C - Infants and Families			-	-	168,644.13	168,644.13
84.393	IDEA Part C - Infants and Families			-	-	616,442.38	616,442.38
84.394	State Fiscal Stabilization Fund Education Program			-	-	5,976,431.94	5,976,431.94
	Other*			-	-	-	-
Total				-	-	13,085,777.18	13,085,777.18
Note: All fiscal 2011 ARRA funds are carry over funds except the State Fiscal Stabilization fund \$107,923.94 is carryover and \$5,868,508 is new in fiscal 2011.							
Instructions: For each of the four assurances, please identify how ARRA funds will be used in FY 11 by itemizing expenditures for each assurance. Indicate the grant CFDA number as the source of the funds for the expenditure.							
Assurance 1: Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).							
Expenditures:		Source			Amount		FTE
Fixed Charges		84.391			21,863.97		
Supplies & Material		84.391			1,125,796.78		
Wages-Professional Development		84.391			285,797.41		
Conference and Meetings		84.392			3,045.99		
Contracted Services		84.392			13,500.00		
Fixed Charges		84.392			206.75		
Supplies & Material		84.392			-		
Wages-Professional Development		84.392			2,700.00		
Fixed Charges		84.394			124,149.79		
National Board Certification-Salary		84.394			160,000.00		
Tuition Reimbursement		84.394			2,319,012.00		
Wages-Professional Development		84.394			1,241,000.00		
Contracted Services		84.391			30,263.41		
Assurance 2: Establish and use a pre-K through college and career data system to track progress and foster continuous improvement (building data systems that measure student success and inform teachers and principals how they can improve their practices).							
Expenditures:		Source			Amount		FTE
Assurance 3: Make progress towards rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally)							
Expenditures:		Source			Amount		FTE
Contracted Labor		84.386			195,900.00		
Fixed Charges		84.386			123,827.00		
Indirect Cost		84.386			23,971.39		
Mileage, Conference and Meetings		84.386			20,851.80		
Salaries & Wages		84.386			809,110.00		
Transfers-Private Schools		84.386			14,400.00		
Supplies		84.386			45,477.45		
Assurance 4: Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (turning around lowest performing schools).							
Expenditures:		Source			Amount		FTE
Contracted Labor		84.391			795,387.75		
Equipment		84.391			96,217.00		
Fixed Charges		84.391			144,809.91		
Indirect Cost		84.391			108,352.35		
Supplies		84.391			129,491.41		
Non-public Transfers		84.391			294,623.01		
Workshop/Summer Wages		84.391			1,893,272.76		
Fixed Charges		84.392			9,673.95		
Indirect Cost		84.392			3,262.60		
Workshop/Temp Help/Summer Wages		84.392			126,466.99		
Supplies & Material		84.392			5,989.05		
Contracted Labor		84.393			257,372.00		
Fixed Charges		84.393			52,452.80		
Indirect Cost		84.393			15,668.58		
Mileage, Conference and Meetings		84.393			32,455.97		
Salaries & Wages		84.393			411,378.13		3
Supplies		84.393			15,759.03		
Fixed Charges		84.394			145,064.00		
Wages-Summer School		84.394			790,951.15		
Workshop Wages		84.394			1,196,255.00		
Other: Please itemize other uses of ARRA funds in this category.							
Expenditures:		Source			Amount		FTE
*Indicate any other ARRA funds received by the school system, including the CFDA number.							

Executive Summary (continued)

1.1D: Prior-Year ARRA Variance Report						
Howard County Public Schools						
CFDA	Grant Name	Current FY 09 Budget	Current FY 10 Budget	Adjustments to FY 09, FY 10 ARRA Budgets	Total Arra Funds	
10.579	National School Lunch - Equipment Assistance	0.00	0.00		0.00	
84.386	Education Technology State Grants (College Career)	0.00	1,258,663.00	(1,233,537.64)	25,125.36	
84.387	Homeless Children and Youth	0.00	0.00		0.00	
84.389	Title I - Grants to LEAs, Neglected and Delinquent	0.00	0.00		0.00	
84.391	IDEA Part B - Grants to States-Pass-Through	0.00	9,489,712.00	(4,925,875.76)	4,563,836.24	
84.392	IDEA Part B - Preschool Grants	0.00	375,592.00	(164,845.33)	210,746.67	
84.393	IDEA Part C - Infants and Families	0.00	339,899.00	(168,644.13)	171,254.87	
84.393	IDEA Part C - Infants and Families	0.00	716,481.00	(616,442.38)	100,038.62	
84.394	State Fiscal Stabilization Fund Education Program	0.00	5,058,723.00	(107,923.94)	4,950,799.06	
Total Arra Funds		0.00	17,239,070.00	(7,217,269.18)	10,021,800.82	
Note: The adjustment column reflects ARRA funds awarded in fiscal 2010 but will be reserved for use in fiscal 2011.						
Instructions: For each of the four assurances, please identify how ARRA funds were used by itemizing expenditures for each assurance. Indicate the grant CFDA number as the source of the funds for the expenditure.						
	Description	CFDA	Adjusted Planned Amount	Actual Amount 6/30/2010	Planned FTE	Actual FTE
1. Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).						
	Fixed Charges	84.391	43,620.00	21,756.03		
	Supplies & Material	84.391	1,151,942.00	26,145.22		
	Wages-Professional Development	84.391	570,190.00	284,392.59		
	Conference and Meetings	84.392	5,500.00	2,454.01		
	Contracted Services	84.392	13,500.00			
	Fixed Charges	84.392	398.00	191.25		
	Supplies & Material	84.392				
	Wages-Professional Development	84.392	5,200.00	2,500.00		
	Fixed Charges	84.394	165,343.00	141,412.45		
	National Board Certification-Salary	84.394	150,000.00	150,000.00		
	Tuition Reimbursement	84.394	2,000,000.00	2,000,000.00		
	Wages-Professional Development	84.394	2,011,360.00	1,920,408.85		
	Contracted Services	84.391	54,500.00	24,236.59		
3. Make progress towards rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally benchmarked assessments).						
	Contracted Labor	84.386	206,700.00	10,800.00		
	Fixed Charges	84.386	124,592.00	765.00		
	Indirect Cost	84.386	24,397.00	425.61		
	Mileage, Conference and Meetings	84.386	21,080.00	228.20		
	Salaries & Wages	84.386	819,110.00	10,000.00	1.0	1.0
	Transfers-Private Schools	84.386	14,400.00			
	Supplies	84.386	48,384.00	2,906.55		
4. Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (turning around lowest performing schools).						
	Contracted Labor	84.391	1,522,610.00	727,222.25		
	Equipment	84.391	183,985.00	87,768.00		
	Fixed Charges	84.391	245,379.00	100,569.09		
	Indirect Cost	84.391	190,083.00	81,730.65		
	Supplies	84.391	740,128.09	613,758.59		
	Non-public Transfers	84.391	1,575,569.00	1,280,945.99		
	Workshop/Summer Wages	84.391	3,208,584.00	1,315,311.24		
	Fixed Charges	84.392	19,007.00	9,333.05		
	Indirect Cost	84.392	7,364.00	4,101.40		
	Workshop/Temp Help/Summer Wages	84.392	248,461.00	121,994.01		
	Supplies & Material	84.392	76,162.00	70,172.95		
	Contracted Labor	84.393	276,480.00	19,108.00		
	Fixed Charges	84.393	106,930.00	54,477.20		
	Indirect Cost	84.393	20,713.00	5,044.42		
	Mileage, Conference and Meetings	84.393	34,000.00	1,544.03		
	Salaries & Wages	84.393	586,266.00	174,887.87	3.0	3.0
	Supplies	84.393	31,991.00	16,231.97		
	Fixed Charges	84.394	52,020.00	58,977.76		
	Wages-Summer School	84.394	680,000.00	680,000.00		
Total			17,235,948.09	10,021,800.82	4.00	4.00

Executive Summary (continued)

1.1: ATTACHMENT 1 - TOTAL REVENUE STATEMENT (Current Expense Fund)						
Local School System: Howard County						
REVENUES				Original Approved FY 10 Budget	Final FY 10 Actual Revenue	Original Approved FY 11 Budget
Note: Do not include revenue for School Construction Fund, Debt Service Fund, or Food Service Fund.						
LOCAL APPROPRIATIONS		1.1.01.00		457,560,424	457,560,424	464,708,788
OTHER REVENUE*		1.1.05.00		14,608,102	7,804,548	17,224,847
STATE REVENUE						
Foundation		1.1.20.01		143,293,363	141,811,453	150,701,172
Economically Disadvantaged		1.1.20.02		15,741,120	15,741,217	17,387,532
Special Education**		1.1.20.07		12,061,590	11,089,531	12,520,552
LEP		1.1.20.24		5,540,400	5,540,281	6,424,890
Transportation		1.1.20.39		13,680,780	13,680,400	13,884,220
Guaranteed Tax Base		1.1.20.25				
Transportation		1.1.20.39				
Governor's Teacher Salary Challenge		1.1.20.56				
Other (specify)*** See attached						
Maryland Model for School Readiness				73,330	117,565	14,000
Infants and Toddler					446,516	
ELA Prof Assessment					20,389	
Hackerman Reading project					28,300	
GT Summer Center				7,400	4,725	
Fine Arts Grant				73,180	68,865	27,000
LEA tuition				392,800	657,631	392,800
Judith P Hoyer Grant				322,000	321,404	322,000
STEM				100,000	100,322	100,000
GCEI					1,470,070	1,491,070
TOTAL STATE REVENUE				191,285,963	191,098,669	203,265,236
FEDERAL REVENUE						
Title I-A - Local System Grants				1,808,970	1,948,738	1,798,299
Title I-A - School Improvement						
Title I-B1 - Reading First						
Title I-B3 - Even Start						
Title I-C - Migrant Education						
Title I-D - Neglected and Delinquent						
Title I-F - Comprehensive School Reform						
Title II-A - Teacher Quality				1,095,405	1,059,605	1,132,271
Title II-D - Education Technology				18,640	11,725	16,513
Title III-A - Language Acquisition				369,930	341,837	426,741
Title IV-A - Safe & Drug-Free Schools				113,110	96,086	
Title IV-B - 21st Century Learning Centers				1,660,000	1,548,504	1,660,776
Title V-A - Innovative Education					22,663	
Title VI-B2 - Rural & Low-Income Schools Prog.						
Title VIII - Impact Aid				190,000	99,767	190,000
Homeless Children and Youth				125,000	101,217	90,000
IDEA - Special Education				14,838,750	9,440,476	9,777,895
Perkins Career and Technology Education				300,010	277,963	332,719
Medical Assistance				1,202,120	873,007	647,779
National Security Agency				21,510	6,531	
Making American History Master Teachers in HC				341,150	389,951	
NASA				734,620		
Tech Prep				166,610	31,358	
Maryland Model for School Readiness					88,938	87,600
ARRA Funds (Spec Education)				10,117,446	5,045,877	5,649,133
ARRA Funds (State Stabilization and Other)					4,950,799	12,039,053
ARRA College Career Ready					25,125	
Other (specify)*** See Attached				-		
TOTAL FEDERAL REVENUE		1.1.30.00		33,103,271	26,360,167	33,848,779
OTHER RESOURCES/TRANSFERS****		1.1.99.99		-	-	-
TOTAL REVENUE				696,557,760	682,823,808	719,047,650
PRIOR BALANCE AVAILABLE		1.1.40.00		236,350	-	-
TOTAL REVENUE, TRANSFERS AND FUND BALANCE				696,794,110	682,823,808	719,047,650
*Tuition, payments and fees, earnings on investments, rentals, gifts and other non-state, non-federal revenue sources.						
**Should include state revenues from formula funding as well as non-public placement funding						
***Add lines as needed for all other fund sources in the Current Expense Fund.						
****Nonrevenue and transfers.						

Executive Summary (continued)

1.2: ATTACHMENT 2 - TOTAL EXPENDITURE STATEMENT (Current Expense Fund)							
Local School System: Howard County							
TOTAL SUMMARY BY CATEGORY							
Category				Original Approved* FY 10 Budget	Final FY 10 Actual Expendi-tures	Original Approved FY 11 Budget	FTE Staffing FY 11 Budget
201	Administration			10,938,560	10,040,988	11,312,850	146.1
202	Mid-level Administration						
	Office of the Principal			40,361,620	36,899,883	40,191,850	473.0
	Administration & Supervision			12,172,190	16,402,363	13,191,870	120.0
203	Instructional Salaries			285,162,000	280,789,420	295,113,010	4,410.0
204	Textbooks & Instructional Supplies			14,158,270	13,092,054	14,035,480	
205	Other Instructional Costs			4,415,160	3,571,212	4,016,570	
206	Special Education			104,573,770	96,924,069	106,784,130	1,644.5
207	Student Personnel Services			2,870,840	2,461,781	2,922,700	32.0
208	Health Services			5,950,430	5,821,030	6,116,460	127.0
209	Student Transportation			32,722,550	32,708,711	33,324,060	14.0
210	Operation of Plant			44,981,460	43,285,578	42,963,370	449.0
211	Maintenance of Plant			22,038,300	22,398,621	20,691,170	182.0
212	Fixed Charges			108,976,820	108,800,704	121,354,560	
213	Food Service			6,557,880	-		187.0
214	Community Services			914,260	6,062,734	6,139,010	44.9
215	Capital Outlay				787,323	890,560	10.0
	Undistributed Restricted Funds				-		
TOTAL EXPENDITURES/FTE				696,794,110	680,046,471	719,047,650	7,839.5
* Does not reflect budget amendments approved by local jurisdictions during the fiscal year.							
**Include federal funds and federally funded positions in Budget (Original and Prior Year Budget AND Original Approved Current Year Budget) and FTE columns.							

Executive Summary (continued)

1.3: ATTACHMENT 3 - TOTAL FULL-TIME EQUIVALENT STAFF STATEMENT		
Local School System: Howard County		
POSITION TYPE	FY 10 Budget	FY 11 Budget
Superintendent, Deputy, Assc, Asst	6.0	6.0
Directors, Coord., Superv., Specialists	148.6	147.6
Principal	73.0	73.0
Vice Principal	111.0	112.0
Teachers	4,174.0	4,167.2
Therapists	163.9	163.9
Guidance Counselor	146.0	146.5
Librarian	93.5	95.0
Psychologist	47.4	47.4
PPW/SSW	20.0	20.0
Nurse	48.0	48.0
Other Professional Staff	184.9	181.9
Secretaries and Clerks	373.0	370.0
Bus Drivers	1.0	1.0
Paraprofessionals	1,345.0	1,348.5
Other Staff	916.5	911.5
TOTAL FTE STAFF	7,851.8	7,839.5

I.C
Data Section

Finance and Data Section are attached following the Content Section.

I.D Goal Progress

Are the programs, practices and strategies implemented by local school systems achieving their intended effect of improving student performance and eliminating achievement gaps?

This section requires school systems to report on progress and challenges related to performance standards, additional State requirements, and local goals, where applicable. In responding to the analyzing prompts, school systems are asked to:

- Address student performance in terms of grade band(s) and subgroup(s),
- Include professional development opportunities,
- Include changes or adjustments that will be made,
- Include timelines where appropriate, and
- Include corresponding resource allocations.

The alignment of resources with Master Plan priorities must be evident. The Guidance Document has been developed to provide a clear connection between local school system priorities and resource allocations. Resources can be allocated through a number of avenues: increases in revenues, redistributed funds, retargeted resources (a shift in focus), and/or the continuation of initiatives and programs. Throughout each section, school systems will be asked to share how the school system plans to allocate resources to support continued progress and overcome challenges.

I.D.i Maryland School Assessment/High School Assessments

No Child Left Behind Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

No Child Left Behind Indicator 1.1: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment.

No Child Left Behind Indicator 1.2: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment.

As required under No Child Left Behind (NCLB), Maryland has established continuous and substantial growth targets, or Annual Measurable Objectives (AMOs), for 100% of students to reach proficiency in reading/language arts and mathematics by 2013-2014.

NCLB requires that states test students in science at least once annually in grades 3-5, grades 6-9, and grades 10-12. Additionally, Maryland requires all students who entered ninth grade in or after 2005 to pass the High School Assessments (HSAs) or achieve a total score of 1602 across the HSAs in order to graduate.

Local school systems are asked to provide data in the Annual Updates to indicate the progress of all students toward attaining academic proficiency consistent with the AMOs and HSA graduation requirement.

Reading and Mathematics

Within the reading and mathematics content areas, local school systems should address the performance of elementary and middle school students using Adequate Yearly Progress (AYP) proficiency data through 2010.

LSSs should address the performance of high school students using AYP proficiency data for English and Algebra/Data Analysis through 2008. Additionally, LSSs should address the performance of high school students using the HSA Assessment Results for English and Algebra/Data Analysis for 2009, and local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2010.

Science

Under NCLB, local school systems are required to administer annual science assessments at least once at the elementary level, once at the middle school level, and once at the high school level.

For the science content area, LSSs should address the performance of students in Grade 5 and students in Grade 8 using the Maryland School Assessment (MSA) data for 2008. Additionally, LSSs should address the performance of high school students using the HSA Assessment Results for biology for 2009, as well as local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2010.

Government

For the government content area, LSSs should address the performance of high school students using the HSA Assessment Results for government for 2009, as well as local data on juniors (rising seniors) who have not yet met the graduation requirement as of June, 30, 2010.

Maryland School Assessment

Reading

Based on the Examination of AYP Reading Proficiency Data for Elementary Schools (Table 2.1) and Middle Schools (Table 2.2):

Table 2.1: Maryland School Assessment - AYP Proficiency Data - Reading - Elementary*												
Subgroup	2007			2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10,622	9,623	90.6%	10,408	9,681	93.0%	10,649	9,904	93.0%	10,567	9,823	93.0%
African American	2,153	1,735	80.6%	2,212	1,877	84.9%	2,353	2,012	85.5%	2,329	1,967	84.5%
American Indian/Alaskan Native	26	24	92.3%	30	27	90.0%	26	26	100.0%	29	29	100.0%
Asian/Pacific Islander	1,536	1,456	94.8%	1,594	1,527	95.8%	1,720	1,643	95.5%	1,811	1,727	95.4%
Hispanic	537	421	78.4%	558	478	85.7%	557	456	81.9%	597	508	85.1%
White (Not of Hispanic Origin)	6,370	5,987	94.0%	6,014	5,722	96.0%	5,993	5,771	96.3%	5,801	5,592	96.4%
Free & Reduced-Price Meals (FARMS)	1,288	920	71.4%	1,323	1,044	78.9%	1,485	1,169	78.7%	1,735	1,402	80.8%
Limited English Proficient (LEP)	534	401	75.1%	483	384	79.5%	439	324	73.8%	663	533	80.4%
Special Education	967	631	65.3%	975	692	71.0%	822	574	69.8%	938	640	68.2%

Table 2.2: Maryland School Assessment - AYP Proficiency Data - Reading - Middle*												
Subgroup	2007			2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	11,667	9,972	85.5%	11,557	10,330	89.4%	11,650	10,648	91.4%	11,458	10,451	91.2%
African American	2,430	1,687	69.4%	2,475	1,935	78.2%	2,537	2,075	81.8%	2,589	2,155	83.2%
American Indian/Alaskan Native	26	23	88.5%	30	28	93.3%	37	29	78.4%	36	31	86.1%
Asian/Pacific Islander	1,595	1,446	90.7%	1,646	1,529	92.9%	1,777	1,677	94.4%	1,795	1,712	95.4%
Hispanic	519	341	65.7%	551	412	74.8%	596	481	80.7%	618	504	81.6%
White (Not of Hispanic Origin)	7,097	6,475	91.2%	6,854	6,426	93.8%	6,703	6,388	95.3%	6,419	6,048	94.2%
Free & Reduced-Price Meals (FARMS)	1,286	740	57.5%	1,361	916	67.3%	1,471	1,066	72.5%	1,616	1,206	74.6%
Limited English Proficient (LEP)	324	159	49.1%	314	180	57.3%	305	177	58.0%	432	323	74.8%
Special Education	959	469	48.9%	943	533	56.5%	803	489	60.9%	944	583	61.8%

* MSDE AYP data does not include Cradlerock (K-8) School.

1. Describe where progress is evident. In your response, identify progress in terms of grade band(s) and subgroups.

Progress of students in the Elementary and Middle School Reading programs was evident across the majority of student groups, with significant gains made by English Language Learners.

- The Annual Measurable Objective (AMO) for elementary reading was met by 38 of the 39 elementary schools.
- Of the 39 elementary schools, more than 25 percent increased overall performance in Grades 3-5 from 2009. In particular, elementary school reading progress is noted as follows:
 - Overall, 93 percent of all elementary students scored at the advanced or proficient levels.
 - Thirty-one elementary schools had over 90 percent of students scoring proficient or advanced. This is an increase of 3 additional schools over the 2009 results.
- As the AMO rose from 75.9 percent in 2009 to 80.8 percent in 2010, the students in Grades 6 through 8 remained almost level with their proficiency changing from 91.4

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percent proficient and advanced in 2009 to 91.2 percent in 2010. In particular, middle school reading progress is noted as follows:

- The number of students in Grade 6 scoring at proficient or advanced in reading increased from 91.4 percent in 2009 to 91.7 percent in 2010
- Grade 7 proficient and advanced students decreased by 1.9 percent from 92.1 percent in 2009 to 90.2 percent in 2010
- Grade 8 proficient and advanced students had a slight decrease of 0.2 percent from 90.9 percent in 2009 to 90.7 percent in 2010

Elementary School Reading

Elementary results were excellent. There was a slight increase in the percentage of students scoring at the advanced level in reading in Grades 3-5. Of particular note are the following increases in student group performance, with some challenges identified:

- Limited English Proficient (LEP): 6.6 percent more students scored proficient or advanced
- Asian/Pacific Islander: 0.1 percent fewer students scored proficient or advanced
- Hispanic: 3.2 percent more students scored proficient or advanced
- Free and Reduced-Price Meals (FARMS): 2.1 percent more students scored proficient or advanced
- African American: 1.0 percent fewer students scored proficient or advanced
- Special Education: 1.6 percent fewer students scored proficient or advanced

Middle School Reading

Within the Grade Band 6 through 8, all student groups increased in proficiency from 2009 with the exception of the White student group that decreased 1.1 percent. The Limited English Proficiency student group made the most gains of 16.8 percent. The proficiency rates for each student group are:

- All Students: Slight decrease of 0.2 percent from 91.4 percent in 2009 to 91.2 percent in 2010
- African American: Increase of 1.4 from 81.8 percent in 2009 to 83.2 percent in 2010
- American Indian/Alaskan: Increase of 7.7 percent from 78.4 percent in 2009 to 86.1 percent in 2010
- Asian/Pacific Islander: Increase of 1.0 percent from 94.4 percent in 2009 to 95.4 percent in 2010
- Hispanic: Increase of 0.9 percent from 80.7 percent in 2009 to 81.6 percent in 2010
- Free and Reduced-Price Meals Services (FARMS): Increase of 2.1 percent from 72.5 percent in 2009 to 74.6 percent in 2010
- Limited English Proficient (LEP): Increase of 16.8 percent from 58 percent in 2009 to 74.8 percent in 2010
- Special Education: Increase of 0.9 percent from 60.9 percent in 2009 to 61.8 percent in 2010
- White: Decrease of 1.1 percent from 95.3 percent in 2009 to 94.2 percent in 2010

2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

Practices, Programs, Strategies in Elementary Reading

The following practices, programs, and strategies have been instrumental in implementing best practices in language arts instruction in our 39 elementary schools.

- On-site professional development was provided to sixteen schools through Reading Support Teachers. These teachers ensured that the needs identified in school improvement plans were supported through on-going coaching and support. In addition, the support teachers served as a liaison to another school and provided on-site support on a monthly basis. The direction of this support was in response to needs identified by administrators and teachers.
- In an effort to ensure that teachers are equipped to meet the systemic initiatives of knowing our students and developing a relationship with students and their families, all reading specialists participated in a symposium: Knowing the Students Behind the Data. Representatives of focus student groups (African American, Hispanic, Special Education, Limited English Proficiency (LEP), students receiving Free and Reduced-Price Meals Services (FARMS)) shared strategies to accelerate these focus groups. This topic was revisited through subsequent professional development meetings. In addition, an evening Institute for Accelerating the Progress of Hispanic Students was held. The audience included invited members of schools where raising the achievement of Hispanic students was an area of focus. This was a joint venture between the language arts office and the Hispanic Achievement Specialist.
- To support the systemic initiative of having a process for continuously monitoring the progress of our students and determining appropriate interventions that ensure their success, all elementary reading specialists and 160 classroom teachers received Fountas and Pinnell Benchmark Assessment Systems and training. The purpose of initiating this new assessment system was to provide consistency between elementary and middle schools. Funding was provided from the Language Arts budget. The Department of Special Education also provided \$22,000 through ARRA funds. To provide intervention support that is aligned with this assessment system, The Leveled Literacy Intervention System 2 (Fountas and Pinnell) was provided to each elementary school. Reading specialists received training on this system at monthly Reading Specialist meetings. The funds were shared between Special Education and the Language Arts Office. Budget allocations to support this project were \$82,000 from the Language Arts budget. The Leveled Literacy was jointly funded by Special Education; \$47,000 was funded from the Language Arts budget, with the remaining \$57,545 from the Department of Special Education ARRA funds.
- The Office of Elementary Language Arts collaborated with the Department of Special Education to provide intensive professional development on co-teaching and instructional practices for nine elementary schools. Students receiving special education services improved an average of 12.8 percent on MSA reading proficiency.
- First grade and Reading Recovery Teachers participated in joint professional development around the topic, *Next Steps in Guided Reading*, designed to promote

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consistency and collaboration between these educators. Budget allocations to support this project were \$6,120.

- All elementary schools that participated in the 2009-2010 Professional Learning Community and all elementary schools that implemented the Integrated Approach Model made AYP this year.
- An updated county data site, the Internet Repository of Online Accountability Data Systems (INROADS), has continued to enable teachers to access student data on demand. Sandbox, a tool within INROADS, has enabled teachers and administrators to manipulate data.
- An electronic system for tracking progress in reading, the Electronic Database of Interventions, has assisted the classroom and intervention teachers with a means of reviewing student progress so they can intervene as soon as it appears that an instructional program is not meeting with positive results.

Practices, Programs, Strategies in Middle School Reading

The practices, programs, and strategies employed to improve reading achievement in Grades 6-8 include the following:

- **General Education:** To support the systemic initiative of having a process for continuously monitoring the progress of our students and determining appropriate interventions that ensure their success, all middle school reading specialists and one special educator from each middle school received Fountas and Pinnell Benchmark Assessment Training. The purpose of initiating this new assessment system was to provide consistency between elementary and middle schools. Funding for the assessment kits was provided from Department of Special Education ARRA funds. Budget allocations to support this project were \$20,000.
- **Reading Curriculum and Assessment:** The implementation of a newly developed reading essential curriculum that is directly aligned to the state curriculum objectives and assessment limits along with quarterly assessments that identify explicit skill mastery have provided reading teachers with a means of monitoring and analyzing student progress to make instructional decisions. Budget allocations to support this project were \$20,000.
- **Special Education:** The Strategic Instruction Model (SIM) was developed at the University of Kansas to improve learning and performance of at-risk students. This model was implemented at six middle schools servicing a total of 108 students in the program. Overall, 61 percent of these students scored proficient or advanced on the 2010 MSA-Reading. The schools along with the percentage of students in SIM classes scoring proficient or advanced are Bonnie Branch (66 percent), Cradlerock (75 percent), Harper's Choice (53 percent), Murray Hill (70 percent), Patuxent Valley (61 percent), and Wilde Lake (45 percent). Budget allocations to support this project were from an MSDE AYP grant.
- **ESOL:** The Language Arts Office provided professional development to all middle school ESOL teachers regarding the use of the Intermediate Reading Profile and Benchmark Assessment System to describe reading behaviors of students. The professional development helped to bridge reading instruction and assessment for English

Language Learners by allowing their teachers to assess their needs and provide appropriate instruction with the materials and ongoing assessments used in every reading and language arts classroom. Budget allocations to support this professional development were \$2,500.

Resource Allocations

- Retaining 16 reading support teachers (\$1,268,160)
- Adding 0.5 reading specialist to support enrollment growth (\$27,500)
- Retaining 38 differentiated staffing positions to provide targeted support for schools that have a higher number of students performing below grade level (also supports Goal 5) (\$2,571,300)
- Retaining 7.0 teachers to provide instructional interventions, implement co-teaching practices, and accelerate reading performance (also supports Goal 5) (\$443,470)

3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroup(s).

Challenges in the Elementary Reading Program

Despite strong success with 93 percent of students overall achieving proficient or advanced, there is room for growth. In 2009-2010, 33 elementary schools met AYP in reading by the confidence interval or safe harbor. Five schools met AYP by reaching the AMO in reading for every student group and one school did not make AYP, missing only in Special Education reading, and one school did not make AYP, missing only in math for students receiving free and reduced-price meals services. Student groups showing the greatest need included special education, LEP students, and students receiving free and reduced-price meals services.

Challenges in the Middle School Reading Program

All middle schools had 80 percent or more students in the “All Students” student group score proficient or advanced in reading. Student groups that continue to show the greatest need include special education, LEP students, and students receiving free and reduced-price meals services. Of the three middle school grades, Grade 7 students decreased in proficiency rate in 2010 by 1.9 percent. Two middle schools did not make AYP in reading, missing in the special education and/or FARMS student groups.

4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

In addition to the continuation of activities described previously, the HCPSS will use the following initiatives to accelerate the progress of students in reading:

Changes or Adjustments to the Elementary Reading Program

- **Benchmark Assessment System:** Each intermediate team will receive additional Benchmark Assessment Systems, designed to enable teachers to more closely link assessment to instruction. Ongoing support will be provided through Reading Support Teachers and Reading Specialists. Special education teachers and Title 1 teachers will participate in this endeavor. The amount of materials and number of teachers trained will continue to increase. Currently, we have one system in place for every two classroom teachers. Middle school and elementary reading specialists will collaborate to discuss the results and the effectiveness of this system beginning with a joint meeting in September, 2010.
- **Co-Teaching Model:** Elementary Language Arts and the Department of Special Education will collaborate further to continue a co-teaching intervention cohort. The project's focus is to improve teachers' expertise in differentiating instruction, developing a community of learners, building relationships, and collaborative planning and delivery of instruction.
- **The Office of Elementary Language Arts** will collaborate with the Department of Special Education, the ESOL Office, and the Title 1 Office and designated school leaders to ensure the delivery of an aligned instructional program. These meetings will be held on a quarterly basis.
- **Primary Reading Instruction and Assessment Guide (PRIAG):** A revision to the Primary Reading Instruction and Assessment Guide will reflect the new Fountas and Pinnell Assessment System. The change in language will closely reflect the intermediate profile for describing reading behaviors in Grades 3-5, thus creating a seamless K-8 program.
- **Writing Framework:** A new writing framework which specifies units of study in writing for Grades K-5 will be implemented in the 2010-2011 school year. Training will be conducted through countywide professional development days and ongoing support will be provided through Reading Support Teachers and Reading Specialists. Success will be measured both quantitatively through MSA and local assessments, and qualitatively through teacher feedback.

Changes or Adjustments to the Middle School Reading Program

- **Benchmark Assessment System:** The Fountas and Pinnell Benchmark Assessment System is administered to below level readers in a one-on-one student and teacher conference to establish optimal learning levels and to gather valuable information about the student's reading processing, fluency, and comprehension. This system is used at both the elementary and middle school levels as a measure of student growth in reading. The results of testing inform instructional decisions. A joint meeting with elementary and middle school reading specialists will focus on continuity in Benchmark Assessment System administration, analysis, and interpretation, for Grades 3-8. Funding for substitute teachers through Title IIA grant: \$9,350.
- **Co-Teaching Model:** Twelve middle schools will receive monthly site-based professional development training in the areas of co-teaching and instruction. This training is funded through the HCPSS Special Education budget, an MSDE grant, and ARRA funds.

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- Strategic Instruction Model (SIM): Intervention classes using the Strategic Instruction Model (SIM) will expand from six to eight schools. This intervention is funded from Department of Special Education budget, an MSDE grant, and ARRA funds.
- A pilot will be conducted during the 2010-2011 school year to provide a differentiated approach to meet the needs of the system's advanced-level readers. The Secondary Language Arts Office collaborated with the Offices of Secondary Science, Secondary Social Studies, and Gifted and Talented Programs to develop The Advanced Reader Essential Curriculum, which replaces the current Challenge Reading Essential Curriculum. The course, offered in a trimester format, compacts MSA reading objectives and allows the above-level reader opportunities to make explicit cross-curricular connections while also developing critical thinking and writing skills. Information on this pilot and on a revised secondary reading program was presented to the Board of Education and can be found at <http://www.boarddocs.com/mabehcpssmd/board.nsf/public> under the January 28, 2010 meeting.

High School Assessments (HSA)

English

Based on the Examination of AYP Proficiency Data for English (Table 2.3):

Subgroup	2007			2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	4,015	3,446	85.8%	3,616	3,329	92.1%	3,634	3,397	93.5%			
African American	823	560	68.0%	679	545	80.3%	683	573	83.9%			
American Indian/Alaskan Native	6	6	100.0%	**	**	**	**	**	**			
Asian/Pacific Islander	548	475	86.7%	496	462	93.1%	507	479	94.5%			
Hispanic	171	126	73.7%	139	118	84.9%	150	128	85.3%			
White (Not of Hispanic Origin)	2,467	2,279	92.4%	2,298	2,200	95.7%	2,280	2,204	96.7%			
Free & Reduced-Price Meals (FARMS)	379	219	57.8%	312	226	72.4%	369	283	76.7%			
Limited English Proficient (LEP)	118	53	44.9%	43	25	58.1%	45	29	64.4%			
Special Education	350	171	48.9%	310	190	61.3%	261	189	72.4%			

** Data not available.

1. Describe where progress is evident. In your response, identify progress in terms of subgroups.

More than 93 percent of all students scored proficient on the 2009 English 10 HSA. Student scores increased in every student group. Highlights of student performance in specific student groups include the following:

- Almost 84 percent of African American students scored proficient, an increase of almost 4 percentage points
- More than 85 percent of Hispanic students scored proficient, increasing by .5 percentage points
- Scores for students receiving special education services who scored proficient increased by 11 points to over 72 percent
- Scores for students receiving free and reduced-price meals who scored proficient increased more than 4 points to just under 77 percent
- Scores for Limited English Proficient (LEP) students increased more than 6 points

2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

These practices, programs, and strategies contribute to student success on the English HSA:

- The English 10 Prep Course, a four-week summer course which focuses on assessed skills and concepts was offered during the summer. Data show that more than 90 percent of the students who were enrolled in the course successfully completed English 9 during their first year of high school. The Operating Budget includes funds for students to enroll in this course under Academic Intervention Services, Program 3501.
- Special education and ESOL staff members are invited to be active members of the Secondary Language Arts (SLA) Office. Meeting dates are sent to coordinators, and each is encouraged to attend the biweekly office meetings or send someone from their

office. This structured collaboration allows the Language Arts team to work closely with two very important offices. Staff members from both offices provide valuable information regarding SLA decisions: the selection of instructional materials needed to support language, writing, and reading objectives; the creation and revision of local assessment materials; and the creation and/or revision of Secondary Language Arts intervention courses. This interdisciplinary collaboration ensures that teachers have a clear understanding of how to differentiate and meet the needs of all students.

- HSA Mastery teachers provide targeted classroom instruction, focusing on HSA skills and concepts prior to students retaking the English HSA in the fall and spring. The number of students meeting the graduation requirement by passing the HSA increased significantly, as the number of students meeting the graduation requirement by completing a Bridge Project decreased. The number of students retaking the English HSA in October and passing increased by more than 50 percent. Additional staffing for this position is part of the Operating Budget.

Resource Allocation; Funding for these intervention initiatives are provided by grants and the operating budget. Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education (Bridge Plan Mentors are retired English teachers who regularly assist students who are working on an English Bridge Plans).

3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

The following challenges exist:

- African American and Hispanic students have made progress but continue to score below students in other student groups.
- Students receiving free and reduced-price meals, special education students, and English Language Learners have made progress but continue to score below 80 percent proficient or advanced.

4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

The following instructional adjustments have been identified to ensure sufficient progress.

- English 9 Seminar will be offered as an intervention course. This change from a “regular” designation to an intervention designation ensures that the class size remains low (20 or fewer students). This change also ensures that teachers receive additional instructional resources to assist students with decoding and reading comprehension. The double-period, back-to-back class is a co-taught course, with an English teacher and/or a special education teacher or ESOL teacher, depending on the student audience and the needs of the students. The Operating Budget includes additional staffing for most English 9 Seminar Classes.
- English 10 Seminar Class is a new course that eleven of the twelve high schools will offer in the fall. The course prepares students for the English HSA. The class ensures that students (i.e., English Language Learners who as 10th graders are released from its

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program and mainstreamed into an English HSA course) who have problems comprehending state-assessed skills and concepts receive instruction in a small setting with co-teachers, an English and special education teacher. The course is a double-period back-to-back course and capped at twenty students.

Based on the Examination of 2009 High School Assessment (HSA) Results for English (Tables 3.1 and 3.2) and on the Examination of 2010 High School Assessment (HSA) Results for English (Tables 3.1a and 3.2a):

Table 3.1: HSA Test Participation and Status - English 2009							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,853	88.1%	3,459	10.0%	394	1.8%	71
American Indian/Alaskan Native	6	100.0%	6	0.0%	0	0.0%	0
African American	776	72.8%	577	25.1%	199	2.1%	17
Asian/Pacific Islander	556	88.6%	521	6.0%	35	5.4%	32
White (non-Hispanic)	2,360	94.2%	2,227	5.6%	133	0.2%	5
Hispanic	155	74.4%	128	15.7%	27	9.9%	17
Special Education	225	55.0%	126	43.2%	99	1.7%	4
Limited English Proficient (LEP)	40	31.1%	28	13.3%	12	55.6%	50
Free & Reduced-Price Meals (FARMS)	369	62.1%	244	31.8%	125	6.1%	24

Table 3.1a: HSA Test Participation and Status - English 2010							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,676	88.8%	3,341	8.9%	335	2.3%	86
American Indian/Alaskan Native	10	100.0%	10	0.0%	0	0.0%	0
African American	807	77.8%	636	20.9%	171	1.3%	11
Asian/Pacific Islander	571	88.9%	545	4.2%	26	6.9%	42
White (non-Hispanic)	2,116	94.6%	2,015	4.7%	101	0.7%	14
Hispanic	172	70.7%	135	19.4%	37	9.9%	19
Special Education	213	51.6%	113	45.7%	100	2.7%	6
Limited English Proficient (LEP)	18	9.9%	8	12.3%	10	77.8%	63
Free & Reduced-Price Meals (FARMS)	447	65.2%	321	25.6%	126	9.1%	45

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Table 3.2: HSA Test Participation and Status - English 2009							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,647	91.1%	3,333	8.6%	314	0.3%	12
American Indian/Alaskan Native	5	60.0%	3	40.0%	2	0.0%	0
African American	725	81.2%	589	18.8%	136	0.0%	0
Asian/Pacific Islander	505	93.5%	477	5.5%	28	1.0%	5
White (non-Hispanic)	2,251	94.6%	2,134	5.2%	117	0.2%	4
Hispanic	161	79.3%	130	18.9%	31	1.8%	3
Special Education	189	52.4%	100	46.6%	89	1.0%	2
Limited English Proficient (LEP)	40	62.2%	28	26.7%	12	11.1%	5
Free & Reduced-Price Meals (FARMS)	324	73.2%	238	26.5%	86	0.3%	1

Table 3.2a: HSA Test Participation and Status - English 2010							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,722	90.8%	3,394	8.8%	328	0.4%	14
American Indian/Alaskan Native	6	100.0%	6	0.0%	0	0.0%	0
African American	737	78.1%	580	21.1%	157	0.8%	6
Asian/Pacific Islander	566	93.5%	531	6.2%	35	0.4%	2
White (non-Hispanic)	2,262	95.0%	2,153	4.8%	109	0.2%	5
Hispanic	153	81.8%	126	17.5%	27	0.6%	1
Special Education	192	60.0%	117	38.5%	75	1.5%	3
Limited English Proficient (LEP)	43	55.3%	26	36.2%	17	8.5%	4
Free & Reduced-Price Meals (FARMS)	399	69.5%	282	28.8%	117	1.7%	7

1. Identify any additional challenges that are evident.

While the overall pass rates for all HCPSS students on the 2010 English 10 HSA for 10th and 11th students were near or in excess of 90 percent, several student groups continue to need supports to improve performance:

- Students receiving special education services performed 37 percentage points below the overall pass rate in 10th grade and almost 30 percentage points below the overall pass rate in 11th grade
- Students receiving free and reduced-price meals performed 23 percentage points below the overall pass rate in 10th grade and 21 percentage points below the overall pass rate in 11th grade, and the number of students has increased with the economic downturn
- African American students performed 11 percentage points below the overall pass rate in 10th grade and 12 percentage points below the overall pass rate in 11th grade
- Limited English Proficient students performed 79 percentage points below the overall pass rate in 10th grade and 21 percentage points below the overall pass rate in 11th grade
- Hispanic students performed 18 percentage points below the overall pass rate in 10th grade and 9 percentage points below the overall pass rate in 11th grade

2. Describe the interventions that the school system has in place to support students in passing the English HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

The school system has the following interventions in place:

- Looping. One high school has seen a large degree of success with a group of freshmen who as sophomores received instruction from the same English teachers who taught them as freshmen (i.e. this group of students as a class have been “looped”). As sophomores, these students performed higher on local assessments and the English HSA than similar students not in looped classes. Specific data will be analyzed and shared with High School English Instructional Team Leaders.
- A new course, The Strategic Reader replaces the RAP course. The Strategic Reader is a course taught by the High School Reading Specialist where students reading below level and having decoding and comprehension problems receive one-on-one instruction. Students must be able to read in order to pass the HSA. Data that will be collected to determine the effectiveness of the course include the following: MSA Reading scores (Grade 8); Local Assessment data; Achieve 3000; Degrees of Reading Power (DRP). Funding for this position is in the Operating Budget under Reading, Program 1801.
- At one high school, rising freshmen who exhibited troubling behavior in middle school were invited to be in a very special class. A group of females was assigned to a female English 9 teacher, while a group of males was assigned to a male English 9 teacher. The grouping proved very successful. Female students, as well as their counterparts, appeared more focused on their work and not on “social” aspects of the class. Both instructors received additional textbook allocations for ordering approved textbooks because each teacher ordered texts that appealed to his and her audience. Funding for additional instructional materials came from the Operating Budget under Secondary Language Arts, Program 0901.

3. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

To address identified challenges:

- Each high school will have a full or part time Reading Specialist to work directly with students, as well as teachers. No additional funding is being provided. The positions are reallocated to ensure each school has this resource.
- English 9 and English 10 Seminar teachers will receive extensive ongoing professional development that addresses effective co-teaching. Funding is from an MSDE grant via the Office of Special Education and will pay for substitute coverage and beyond-the-day sessions.
- English 9 Seminar and English 10 Seminar teachers will receive Reading Apprenticeship™ training. This training and follow-up coaching will provide teachers who teach students who struggle with comprehension issues approaches to unlocking meaning and ways to think about thinking. Funding is from the Operating Budget under Language Arts, Program 0901, from an MSDE grant.

Maryland School Assessment

Mathematics

Based on the Examination of AYP Math Proficiency Data for Elementary Schools (Table 2.4) and Middle Schools (Table 2.5):

Subgroup	2007			2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	10,652	9,479	89.0%	10,435	9,381	89.9%	10,697	9,585	89.6%	10,601	9,754	92.0%
African American	2,153	1,621	75.3%	2,212	1,705	77.1%	2,361	1,839	77.9%	2,329	1,899	81.5%
American Indian/Alaskan Native	26	22	84.6%	30	28	93.3%	27	21	77.8%	32	29	90.6%
Asian/Pacific Islander	1,556	1,485	95.4%	1,617	1,556	96.2%	1,753	1,676	95.6%	1,832	1,765	96.3%
Hispanic	545	406	74.5%	561	436	77.7%	564	407	72.2%	602	490	81.4%
White (Not of Hispanic Origin)	6,372	5,945	93.3%	6,015	5,656	94.0%	5,992	5,644	94.2%	5,806	5,571	96.0%
Free & Reduced-Price Meals (FARMS)	1,297	857	66.1%	1,329	914	68.8%	1,496	1,034	69.1%	1,747	1,349	77.2%
Limited English Proficient (LEP)	568	416	73.2%	514	396	77.0%	488	333	68.2%	700	570	81.4%
Special Education	964	564	58.5%	974	610	62.6%	821	472	57.5%	936	641	68.5%

Subgroup	2007			2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	11,709	9,521	81.3%	11,585	9,756	84.2%	11,699	10,166	86.9%	11,491	10,073	87.7%
African American	2,443	1,417	58.0%	2,482	1,589	64.0%	2,546	1,777	69.8%	2,595	1,864	71.8%
American Indian/Alaskan Native	26	24	92.3%	30	26	86.7%	38	32	84.2%	36	27	75.0%
Asian/Pacific Islander	1,615	1,504	93.1%	1,661	1,569	94.5%	1,804	1,734	96.1%	1,815	1,746	96.2%
Hispanic	522	318	60.9%	553	381	68.9%	603	450	74.6%	621	495	79.7%
White (Not of Hispanic Origin)	7,103	6,258	88.1%	6,859	6,191	90.3%	6,708	6,171	92.0%	6,424	5,941	92.5%
Free & Reduced-Price Meals (FARMS)	1,302	611	46.9%	1,368	745	54.5%	1,480	921	62.2%	1,629	1,081	66.4%
Limited English Proficient (LEP)	349	198	56.7%	336	221	65.8%	344	235	68.3%	462	344	74.5%
Special Education	961	421	43.8%	941	482	51.2%	808	412	51.0%	945	543	57.5%

* MSDE AYP data does not include Cradlerock (K-8) School.

1. Describe where progress is evident. In your response, identify progress in terms of grade band(s) and subgroups.

Elementary School Mathematics

The following progress was evident at the elementary school level:

- Thirty-eight of the 39 elementary schools met the Annual Measurable Objectives (AMOs) of 79.4 percent scoring proficient or advanced overall in mathematics. The PreK-8 school has challenges in both mathematics and reading.
- Twenty-seven of the 39 elementary schools scored 90 percent or above for proficient and advanced in the Grades 3-5 overall student group.
- Twenty-nine of 39 elementary schools increased overall performance in Grades 3-5 from 2009.

Progress among elementary school student groups as measured by increases in students scoring proficient or advanced in mathematics includes:

- African American student performance increased by 3.6 percentage points, to 81.5 percent, since 2009, which represents an increase of more than 6 percentage points over the past four years.

Maryland School Assessments/High School Assessments (continued)

- Hispanic student performance increased by 9.2 percentage points, to 81.4 percent, since 2009, which represents an increase of 6.9 percentage points over the past four years.
- Performance of students receiving free and reduced-price meal services increased by 8.1 percentage points, to 77.2 percent, since 2009, which represents an increase of more than 11 percentage points over the past four years.
- Performance of students with Limited English Proficiency increased by 13.2 percentage points since 2009 to 81.4 percent in 2010, an increase of more than 8 percentage points over the past four years.
- Performance of students receiving special education services increased by 11 percentage points, to 68.5 percent, since 2009, which represents an increase of 10 percentage points over the past four years.
- Only one school did not make AYP in the students receiving free and reduced-price meals group in Grades 3-5.

Middle School Mathematics

The following progress was evident at the middle school level:

- In Grades 6-8 the overall number of students performing at the proficient or advanced level increased by eight-tenths of a percentage point, to 87.7 percent, since 2009.
- Fourteen of the eighteen middle schools met the Annual Measurable Objectives (AMOs) of 71.4 percent scoring proficient or advanced overall in mathematics.
- More than half of the eighteen schools for Grades 6-8 overall student group scored 90 percent and above for proficient or advanced.
- Two-thirds of the eighteen schools increased overall performance in Grades 6-8 from 2009.

Progress among middle school student groups includes the following results, with performance measured by the percentage of students scoring at the proficient or advanced level:

- African American student performance increased by 2 percentage points, to 71.8 percent, since 2009, which represents an increase of almost 14 percentage points over the past four years.
- Hispanic student performance increased by 5.1 percentage points, to 79.7 percent, since 2009, which represents an increase of almost 19 percentage points over the past four years.
- Performance of students receiving free and reduced-price meal services increased by 4.2 percentage points, to 66.4 percent, since 2009, which represents an increase of over 19 percentage points over the past four years.
- Performance of students with Limited English Proficiency increased by 6.2 percentage points since 2009 to 74.5 percent in 2010, an increase of 17.8 percentage points over the past four years.
- Performance of students receiving special education services increased by 6.5 percentage points, to 57.5 percent, since 2009, which represents an increase of 13.7 percentage points over the past four years.

- 2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.**

Elementary School Mathematics

Fifteen of the 39 elementary schools and one Pre-K–8 school have math support teachers. The number of students in Grades 3-5 performing at a proficient or advanced level in schools with math support teachers increased by 3.9 percent from 2009 to 2010. Improvement in non-math support teacher schools improved 0.8 percent from 2009 to 2010. The overall performance of schools with mathematics support teachers is 85.3 percent compared to 95.4 percent of non-math support teacher schools and 91.3 percent of all elementary schools in Howard County. Growth of schools with math support teachers is noted in the table below. School selection was based on the number of below grade level students, MSA scores, and SAT-10 data to determine the mathematical performance of the students. Math support teachers provide on-site professional development for teachers and administrators on effective mathematics instruction. The math support teachers also co-teach with classroom teachers to model effective instruction. Fourteen of the sixteen math support teachers were assigned an additional school. The schools were chosen based on the number of student groups who made AYP through the confidence interval or safe harbor. They spent one day a month providing professional development in mathematics content and pedagogy for all teams at this additional school.

Performance of Elementary Schools with Mathematics Support Teachers		
School	Grades 3-5 Students Proficient or Advanced 2009	Grades 3-5 Students Proficient or Advanced 2010
Atholton	91.2%	91.2%
Bollman Bridge	82.0%	85.2% (+3.2)
Bryant Woods	76.4%	81.1% (+4.7)
Cradlerock Lower	68.1%	77.2% (+8.9)
Deep Run	81.3%	92.2% (+10.9)
Elkridge	83.7%	89.2% (+5.5)
Guilford	82.3%	86.8% (+4.5)
Jeffers Hill	83.8%	82.4% (-1.4)
Laurel Woods	74.2%	77.6% (+3.4)
Longfellow	84.7%	89.7% (+5.0)
Phelps Luck	76.8%	83.3% (+6.5)
Running Brook	81.4%	77.1% (-4.3)
Stevens Forest	87.3%	87.8% (-0.5)
Swansfield	80.7%	81.3% (+0.6)
Talbott Springs	79.8%	92.1% (+12.3)
Veterans	87.0%	90.6% (+3.6)

The Office of Elementary Mathematics and the ESOL program office have collaborated to address the needs of the English Language Learners (ELL) student group. The Hispanic Achievement Specialist and the Elementary Coordinators for Mathematics and Language Arts worked together to provide two professional development sessions for 30 elementary teachers. The focus of the professional development was to understand the Hispanic culture and provide

Maryland School Assessments/High School Assessments (continued)

instructional strategies to improve performance in reading and mathematics. Stevens Forest and Deep Run Elementary Schools presented their success with improving the performance of Hispanic students. Hispanic achievement at Deep Run improved from 66.7 percent (2009) to 100 percent (2010) in Grades 3-5. At Stevens Forest, more students were proficient or advanced, 29 (2010) up from 23 (2009) although the percentage dropped from 95.8 percent (2009) to 85.3 percent (2010). Moreover, ELL achievement in Grades 3-5 at Deep Run improved from 73 percent (2009) to 95 percent. At Stevens Forest, 100 percent of Grades 3-5 ELL were proficient or advanced, up from 70 percent in 2009. Two funds were allocated for the teachers to attend the after school workshops.

Thirty-two elementary schools have effectively implemented *FASTT Math*, a computer-based software program that reinforces the development of basic facts. Students work on the program three times a week for 15 minutes. The focus of the program is to develop students' automaticity of the basic facts for all four operations (addition, subtraction, multiplication, and division). Students who have instant recall of the basic facts compute more accurately and efficiently. Individual school profiles verify that this intervention program is impacting student success. Schools with *FASTT Math* gained 2.6 percent from 2009 to 2010 and averaged 89.7 percent of students proficient or advanced. The eight schools without *FASTT Math* were unchanged from 2009 to 2010 and averaged 97.7 percent proficient or advanced.

The Offices of Elementary Mathematics and Elementary Language Arts collaborated with the Department of Special Education to provide intensive professional development on co-teaching and instructional practices for eight elementary schools. This was a series of four workshops with follow-up visits to each elementary school. Performance at seven of the eight schools for students with disabilities improved an average of 16 percent on MSA mathematics proficiency. Two schools improved thirty percentage points or more. Funds from the Designing Quality Inclusive Education (DQIE) Program were used for substitute teachers, workshop wages, and print resources. In addition, the remaining 32 schools received funding to support collaborative planning for general and special educators who co-teach mathematics. Collaborative planning sessions also involved data analysis to inform the co-teacher's instructional practices.

Through a collaborative effort between the Office of Elementary Mathematics and the Department of Special Education, general and special education teachers newly hired to Howard County received two half-day professional development sessions regarding the "best practices" for instructing mathematics. Twenty-four primary teachers attended and twenty-six intermediate teachers attended.

An after-school tutoring program was held in 17 of the 40 schools. This is funded by the HCPSS operating budget. Students meet with their tutor for two-eight week sessions, twice a week for one hour. The focus of each tutoring session is based on the student's individual needs. In 2010, 292 students participated in the program. At the start of the program 56.4 percent of the students were proficient or advanced. After completion of tutoring 58.5 percent of the students were proficient or advanced. Due to other program initiatives in these schools, some students in this program are proficient but likely to become basic on MSA. With this note, 291 of the 292 students in the program remained or improved their MSA proficiency.

Maryland School Assessments/High School Assessments (continued)

An additional 16 elementary schools conducted after-school tutoring for students performing below grade level. These schools do not have Mathematics Support Teachers and were identified through a needs analysis of student group performance on 2009 MSA. This program is funded by the American Recovery and Reinvestment Act (ARRA). Tutors were assigned up to four students within a group for twice per week tutoring for two sessions of 10 weeks. Professional development sessions were offered to the tutors at the beginning and middle of the school year that provided content information regarding development of number and number sense. In 2010, 308 students participated in the program. At the start of the program 18 percent of the students were proficient or advanced. After completion of tutoring 50.2 percent of the students were proficient or advanced.

The Elementary and Secondary Mathematics Coordinators presented a workshop to 32 K-8 teachers on fractions. This was held after school and supported by the Department of Special Education through DQIE's initiative. The workshop focused on developing the teachers' fraction content knowledge.

Middle School Mathematics

Countywide professional development focused on the topic of differentiating instruction to meet the needs of diverse learners. Secondary math leadership professional development focused on equity in mathematics education.

Ten of the 18 middle schools and one K-8 school utilize the services of mathematics instructional support teachers (MISTs). School selection was based on data and the mathematical performance of the students. MISTs provide on-site professional development for teachers, paraeducators, and administrators on topics that support exemplary mathematics instruction. MISTs also co-teach with classroom teachers to model effective instruction. The HCPSS INROADS data showed that in the ten schools where MISTs were placed, the number of students performing at advanced or proficient increased by approximately eight percentage points compared with an approximate four percentage point increase at schools without MISTs over the past four years.

The HCPSS and the University of Maryland Baltimore County (UMBC) collaboratively designed the *STEP-T for ELL* program. MISTs participated in this professional development program designed to investigate strategies for exemplary mathematics instruction for students with Limited English Proficiency (LEP). MISTs shared teaching strategies with their mathematics teachers and developed plans for integrating these strategies into daily instruction.

MISTs participated in the "sister schools MIST" initiative. MISTs provide job-embedded professional development to teachers and administrators at identified schools which focus on exemplary mathematics instruction defined by the National Council of Teachers of Mathematics (NCTM) Standards for Teaching Mathematics. Every non-MIST school principal was invited to participate in this initiative. Clarksville Middle School, Folly Quarter Middle School, Hammond Middle School, Lime Kiln Middle School, Mount View Middle School, Centennial High School, Glenelg High School, Marriotts Ridge High School, and River Hill High School participated in the program.

Maryland School Assessments/High School Assessments (continued)

MISTs and Instructional Team Leaders provided ongoing professional development to administrators, and special education instructional support teachers in ten Middle School Professional Learning Community schools. Topics included: developing intervention teams, conducting meaningful data-driven dialogues and developing strategic interventions, using the Electronic Database of Interventions (EDI) to document interventions and monitor student progress, differentiating instructional strategies in all content areas for students receiving interventions, mid-year assessment of progress, and intensifying interventions for selected students.

During the 2009-2010 school year, selected middle schools continued working as Professional Learning Community schools, a collaborative model for accelerated school improvement. School based administrators, members of the Office of Secondary Mathematics, special education teachers, and MISTs worked collaboratively to develop, implement and share research-informed, most effective practices for accelerating the achievement of middle school mathematics students. The School Support Team (SST) selects participating schools based on a school's implementation of district-wide intervention programs.

Selected schools intensified their focus on the mathematics content and skills in the Maryland State Curriculum. Selected schools implemented the *Integrated Approach for Intervention*, a program designed to focus on the strategic review of assessed content in every classroom. The Office of Secondary Mathematics staff developed *A Handbook for Enhancing the Understanding the Maryland School Assessment*, a resource guide focused on the development of relational understanding, or mathematical proficiency, of mathematics. The Office of Secondary Mathematics staff supported the implementation of the *Integrated Approach for Intervention* initiative by developing and sharing sample assessment items for each assessed objective. Schools participating in this intervention made an average of two percentage points of growth as measured by the MSA.

Extended day mathematics tutoring programs were provided for students who were performing below grade level and scored at the basic level on the mathematics portion of the MSA.

The Office of Secondary Mathematics, the Department of Special Education, the Extended Day/Year Program, and the Gifted/Talented (G/T) Program collaboratively provided training in co-teaching and differentiation strategies for select classroom, special education, ESOL and G/T teachers, and paraeducators. Emphasis was placed on the 5th grade to 6th grade transition.

The Office of Secondary Mathematics supported a number of efforts which contributed to success this year, including:

- Providing differentiated support to all schools with a focus on exemplary mathematics instruction. Staff members worked with school-based administrators and secondary math leaders to support school improvement plans with an emphasis on differentiated and engaging instruction.
- Conducting quarterly professional development sessions for non-tenured mathematics teachers. Topics included classroom management, lesson planning, communication

Maryland School Assessments/High School Assessments (continued)

between home and school, worthwhile mathematical tasks, and the standards for exemplary teaching and learning.

- Conducting quarterly workshops for special education teachers and paraeducators that focused on practices for engaging and motivating all learners, including the use of culturally responsive teaching strategies in mathematics.
- Working with the Howard County – UMBC Mathematics Instructional Leadership graduate students, a cohort of select teachers varying in content knowledge and teaching expertise, to explore and implement the use of culturally responsive teaching strategies.

School-based staff conducted data-driven dialogues with school-based teams and the Department of Special Education to review the needs and progress of children within general and special education and make informed instructional decisions.

The Office of Secondary Mathematics staff provided support, resources and professional development to middle schools to encourage the successful inclusion of students with disabilities within general education settings to the greatest extent possible.

Teachers utilized Suntex International's online 24 Game/First in Math Online® to develop computational fluency and to improve automaticity of basic facts as outlined by the National Council of Teachers of Mathematics and the Maryland State Curriculum content/process standards.

3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

Elementary School Mathematics

Increasing the number of special education students, English Language Learners (ELL) students and students receiving free and reduced-price meals services who score at the proficient or advanced levels is a challenge.

Co-teaching has proven to be an effective strategy, but implementing co-teaching is a challenge. The practice of co-teaching requires that administrators provide common planning time for regular education and special education teachers so that they can effectively plan and implement effective lessons collaboratively. Decreasing the number of grade levels to which the special educator is assigned is one way to support increased co-teaching and collaboration within each grade level and within a school.

In addition, special educators and ESOL teachers need to have a strong mathematics content understanding.

The following activities will be put in place to support the elementary school teachers of ELL for 2010-2011:

- Continue *Designing Quality Inclusive Education* professional development, observations, and coaching

Maryland School Assessments/High School Assessments (continued)

- Provide professional development for mathematics instructional support teachers through collaboration with the ESOL Office
- Provide MIST support to instructional teams including ESOL and special education teachers through professional development, data review, and coaching on a regular basis
- Provide elementary mathematics workshop series for developing content knowledge (common core curriculum development – primary teachers, fractions – intermediate teachers)

Middle School Mathematics

Increasing the number of special education students, ELL and students receiving free and reduced-price meals services who score at the proficient or advanced levels is a challenge.

The following activities will be put in place or continued in order to support the middle school teachers of ELL:

- Offering a Math and Technology Summer Institute for middle school teachers of LEP students and special educators. The anticipated outcome of the newly designed institute will be the increased knowledge of mathematical content and pedagogy.
- Designing Quality Inclusive Education professional development, observations, and coaching. The Office of Secondary Mathematics will continue this partnership by shifting its focus to the development of exemplary mathematical discourse.
- Professional development for co-teachers through the Cohort and Co-Instructional Support Teachers trainings. The Office of Secondary Mathematics will continue this partnership by shifting its focus to the development of exemplary mathematical discourse.
- Professional development for teachers of LEP students on integrating mathematics and language instruction. The focus for this year's newly designed professional development will be increased knowledge of content and pedagogy.

Challenges in mathematics performance are also greater in Grades 7 and 8 overall. In Grades 7 and 8 there is a need to increase the number of African American and Hispanic students performing at the proficient or advanced level in mathematics. As students progress, gaps in achievement among student groups widen. The following activities will be initiated to investigate these trends:

- The Office of Secondary Mathematics will participate in a gap analysis of the current curriculum expectations and the newly adopted Common Core State Standards in an effort to highlight possible opportunities for increased rigor in our current curriculum.
- The Office of Secondary Mathematics will collaboratively develop and support middle school programs whose design is to accelerate underperforming students into higher-level courses. The Cradlerock Upper School, Harper's Choice Middle School, and Patapsco Middle School are among the first schools to participate in this initiative.
- The Office of Secondary Mathematics will develop curriculum resources for the extended school day intervention programs, academic intervention summer school programs, and the comprehensive middle grades summer school program in an effort to provide teachers with additional resources for underperforming students.

- 4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**

Elementary School Mathematics

For the 2010-2011 school year, professional development plans include a four-session workshop on fractions with a focus on content and pedagogy. The four sessions will be held after school and be led by math support teachers.

In preparation of the Common Core, adopted by the MSDE Board, the Coordinator and Instructional Facilitator of Mathematics will begin to develop a scope and sequence for Grades K-2. In conjunction with this, there will be four voluntary after school workshops entitled, *K-2 Overview of the Common Core: How to go Deeper into Instruction*. This will begin outreach to primary teachers on the changing curriculum, which will take place in 2011-2012.

Eighteen elementary schools will offer an after-school tutorial program for students performing below grade level or in need of additional instructional support to meet curriculum standards. Four tutors will provide intensive tutoring twice a week for two 10-week sessions. Professional development focusing on best practices will be provided to the tutors for the existing seventeen schools offering this tutorial program and to the additional tutors. Program success will be measured by student attendance, mathematics disposition survey, local assessment data, and MSA data.

Developing Quality Inclusive Education (DQIE) funding through the Department of Special Education will continue to provide support and resources for improving co-teaching efforts, collaborative planning between general and special education teachers, monitoring progress of students receiving special education through data conversations/reviews, and offering professional development and on-site follow-up visits. The DQIE initiative will impact all 39 elementary schools and the PreK-8 school.

ARRA funding through the Department of Special Education will provide funding for an additional 16 elementary schools to provide after-school tutoring for students performing below grade level. Tutors will be assigned up to four students within a group for twice per week tutoring for two sessions of 10 weeks. Professional development sessions will be offered to the tutors at the beginning and middle of the school year to provide content information regarding development of number and number sense. This program will be measured by attendance, local assessment data, and MSA data.

Middle School Mathematics

Office of Secondary Mathematics staff will provide enhanced differentiated support to all schools with a focus on exemplary mathematics instruction and the emergence of new Common Core State Standards. Staff will work with school-based administrators and secondary math leadership to support school improvement plans with an emphasis on differentiated and engaging instruction.

Maryland School Assessments/High School Assessments (continued)

MISTs will continue with the “sister schools MIST” initiative for the 2010-2011 school year. MISTs will provide job-embedded professional development to teachers and administrators focused on exemplary mathematics instruction at identified schools.

MISTs and Instructional Team Leaders will continue to provide regular professional development to administrators, and special education instructional support teachers in ten Middle School Professional Learning Community schools. In recent years, these efforts have resulted in a rate of increase in MSA scores that exceeds the rate of increase in non-MIST schools. For the 2010-2011 school year, topics for professional development will include: developing a school professional development plan focused on exemplary mathematics instruction, mathematical discourse, worthwhile mathematical tasks, and exemplary strategies for differentiation and co-teaching.

The Office of Secondary Mathematics staff will work with staff from the ESOL Office to provide additional resources for teachers of students with Limited English Proficiency. Resources will include manipulatives, *Moving with Math*, *First in Math Online*, training for the use of *Odyssey Math*, and copies of *Hands-On Standards*, a resource that helps to explain the use of manipulatives.

The use of Suntex International’s online 24 Game/First in Math Online® will be expanded to include all elementary and middle schools to develop computational fluency and to improve automaticity of basic facts as outlined by the National Council of Teachers of Mathematics and the Maryland State Curriculum content/process standards. Program reports indicate a high level of program usage, over 50 hours per registered student beyond the school day. Further, registered students earned an average of thirty-six successful completion certificates indicating growth throughout the school year.

Professional development will be provided for special education teachers and paraeducators, with quarterly workshops focusing on rigorous content knowledge. Content courses for teachers will be developed for the newly minted state curriculum standards for middle school, Algebra I and Algebra II.

Quarterly after-school meetings will be offered to help increase non-tenured teachers’ understanding and implementation of the standards for mathematics teaching and learning. Participants will learn to use the district data protocol to examine local assessment data and inform instruction.

A select group of teachers will attend the National Council of Teachers of Mathematics Regional Conference at Baltimore, MD on October 14-15, 2010. Teachers will be charged to attend sessions focused on equity in mathematics, intervention in the middle grades, and the development of conceptual understanding for mathematical content.

High School Assessments (HSA)

Algebra/Data Analysis

Based on the Examination of AYP Proficiency Data for Algebra/Data Analysis (Table 2.6):

Table 2.6: Maryland School Assessment - AYP Proficiency Data - Math - High (Algebra/Data Analysis)												
Subgroup	2007			2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3,824	3,470	90.7%	3,595	3,461	96.3%	3,513	3,420	97.4%			
African American	769	585	76.1%	676	598	88.5%	667	610	91.5%			
American Indian/Alaskan Native	6	6	100.0%	**	**	**	**	**	**			
Asian/Pacific Islander	506	486	96.0%	494	488	98.8%	477	475	99.6%			
Hispanic	171	139	81.3%	135	126	93.3%	138	129	93.5%			
White (Not of Hispanic Origin)	2,372	2,254	95.0%	2,286	2,245	98.2%	2,218	2,193	98.9%			
Free & Reduced-Price Meals (FARMS)	393	298	75.8%	335	288	86.0%	384	347	90.4%			
Limited English Proficient (LEP)	84	64	76.2%	69	66	95.7%	62	59	95.2%			
Special Education	262	164	62.6%	323	242	74.9%	291	255	87.6%			

** Data not available.

1. Describe where progress is evident. In your response, identify progress in terms of subgroups.

Over 97 percent of all students scored proficient on the 2009 Algebra/Data Analysis High School Assessment (HSA). Highlights of student performance in specific student groups include the following:

- Greater than 91 percent of African American students scored proficient on the Algebra/Data Analysis HSA
- Greater than 93 percent of Hispanic students scored proficient on the Algebra/Data Analysis HSA
- Greater than 87 percent of students receiving special education services scored proficient on the Algebra/Data Analysis HSA
- Greater than 90 percent of students receiving free and reduced-price meals scored proficient on the Algebra/Data Analysis HSA
- Greater than 95 percent of English Language Learners scored proficient on the Algebra/Data Analysis HSA

2. Identify the practices, programs, or strategies to which you attribute the progress. Include a discussion of corresponding resource allocations.

Strategies that contributed to the results are as follows:

- Students at risk of not passing are identified both by teacher grade reports and by their performance on HCPSS' benchmark exams that measure student mastery of the content and skills in Algebra I/Data Analysis curriculum. These local assessments are written in a manner that is consistent with the Algebra/Data Analysis HSA, and have shown in the past to be highly correlated with student performance on that state assessment. The local assessments are scored electronically and the results are collected centrally. Both district-wide and individual school disaggregated reports are subsequently posted on the Internet Repository of Online Accountability Data Systems (INROADS). This

information, along with grade performance data, is used to identify students in need of intervention services. This practice ensures the success of first-time test takers.

- Students identified as needing additional support for the Algebra I/Data Analysis course are placed into the Algebra I/Data Analysis Seminar course. This double period, co-taught course is differentiated by design, with one period allocated for traditional engaging instruction and the other period allotted for integration of the Carnegie Cognitive Tutor software. This instructional delivery helps to increase the number of students who are successful as first-time test takers. Additionally, teachers attend professional development focused on content, effective practices for differentiating instruction, and effective co-teaching strategies.
- Strategic plans for assisting all underperforming student groups include:
 - The integration of algebraic concepts throughout the middle school program to better prepare students for success in Algebra I/Data Analysis
 - The opportunity to participate in a summer preparatory course that pre-teaches key concepts in Algebra/Data Analysis
 - The opportunity to receive assistance through tutorial classes during the school day or in special program offerings after school
- The HSA Mastery/Bridge Plan Course is designed for students who have passed the Algebra I/Data Analysis course, but failed the HSA. The one-semester course prepares students to retake the assessment, and provides support for those students who are eligible to complete a Bridge Plan Project. Over 99 percent of students participating in this program meet the HSA graduation requirement for Algebra/Data Analysis.
- Bridge Plan mentors, supported by an HSA grant developed by the Department of Special Education, are retired mathematics teachers or mathematics teachers on leave, who work with individual students on a weekly basis to help them complete Algebra/Data Analysis Bridge Plans.
- The Office of Secondary Mathematics in collaboration with the Department of Special Education provided professional development to co-teachers (special and general educators) in Algebra I/Data Analysis. The outcomes included building relationships with students and between the co-teachers, effectively using various co-teaching models, and increasing the use of small group activities within the classroom. Follow-up classroom visits provided an opportunity to observe teachers using strategies they learned in the sessions. ARRA funds provided workshop wages for co-planning and materials of instruction.
- The Office of Secondary Mathematics staff provided differentiated support to all schools with a focus on exemplary mathematics instruction as defined by the National Council of Teachers of Mathematics *Standards for Teaching Mathematics*. Staff collaborates with school-based administrators and secondary math leadership to support school improvement plans with an emphasis on differentiated and engaging instruction.
- Mathematics Instructional Support Teachers (MISTs) participate in the “sister schools MIST” initiative. MISTs provide job-embedded professional development to teachers and administrators focused on exemplary mathematics instruction at identified schools. In participating schools, over 98 percent of rising 12th grade students have met the HSA graduation requirement for Algebra/Data Analysis.
- Teachers utilized enhanced mathematics curriculum resources (eGuides) to develop formative and summative assessments designed to measure student’s conceptual and

procedural understanding of Algebra/Data Analysis Core Learning Goals Indicators. Geometry teachers implement a revised Geometry curriculum, which features connections to Algebra/Data Analysis Core Learning Goals Indicators.

- The Office of Secondary Mathematics staff provides professional development to special education teachers and paraeducators, through quarterly workshops focused on practices for engaging and motivating all learners, including the use of culturally responsive teaching strategies in mathematics.
- The Office of Secondary Mathematics staff provides new and non-tenured mathematics teachers with quarterly workshops focused on practices for engaging and motivating all learners, including the use of culturally responsive teaching strategies in mathematics. Teachers utilize the HCPSS data protocol to examine local assessment data and inform instruction.
- The partnership between the HCPSS and the University of Maryland Baltimore County (UMBC), which supported a cohort of 26 elementary and middle school teachers pursuing a Master of Arts in Education, was completed in the spring of 2010. The partnership focused on increasing mathematics content knowledge, effective pedagogical practices, leadership capacity, and knowledge of culturally responsive teaching practices.

3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

The following challenges exist:

- While the overall pass rate on the Algebra/Data Analysis HSA for the Class of 2010 was in excess of 97 percent, students receiving special education services performed 14 percentage points below the overall pass rate.
- While the overall pass rate on the Algebra/Data Analysis HSA for the Class of 2009 was in excess of 97 percent, students receiving free and reduced-price meals performed 7 percentage points below the overall pass rate.

4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of the corresponding resource allocations, and incorporate timelines where appropriate.

To address identified challenges:

- The Office of Secondary Mathematics staff will provide enhanced differentiated support to all schools with a focus on exemplary mathematics instruction and the emergence of a 4-year graduation requirement. Staff will work with school-based administrators and secondary math leadership to support school improvement plans with an emphasis on differentiated and engaging instruction.
- MISTs will continue with the “sister schools MIST” initiative for the 2010-2011 school year. MISTs will provide job embedded professional development to teachers and administrators focused on exemplary mathematics instruction at identified schools.
- The Office of Secondary Mathematics staff will develop professional development modules that are accessible to teachers in an electronic format and online. These “just in time” professional development modules support standards for exemplary teaching in mathematics.

Maryland School Assessments/High School Assessments (continued)

- The Office of Secondary Mathematics staff will work with staff from the ESOL Office to analyze the design and implementation of the *Transition Math Program* and the high school newcomer program to ensure that research-informed best practices are utilized for students. The Office of Secondary Mathematics staff will work with staff from the ESOL Office to develop additional resources for teachers of students with limited English proficiency.
- Professional development will be provided to special education teachers and paraeducators, with quarterly workshops focusing on rigorous content knowledge. Content courses for teachers will be developed for the state curriculum standards for Algebra I and Algebra II.
- Professional development will be provided to new and non-tenured mathematics teachers, with quarterly workshops focusing on practices for engaging and motivating all learners, including the use of culturally responsive teaching strategies in mathematics. Teachers will utilize the HCPSS data protocol to examine local assessment data and inform instruction.
- The partnership between the HCPSS and the University of Maryland Baltimore County will continue with a new cohort in the fall of 2010. The partnership will focus on increasing mathematics content knowledge, effective pedagogical practices, leadership capacity, and knowledge of culturally responsive teaching practices.
- A select group of teachers will attend the National Council of Teachers of Mathematics Regional Conference in Baltimore, MD on October 14-15, 2010.

Based on the Examination of 2009 High School Assessment Results for Algebra/Data Analysis (Tables 3.3 and 3.4) and on the Examination of 2010 High School Assessment Results for Algebra/Data Analysis (Tables 3.3a and 3.4a):

	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,672	94.3%	3,531	3.8%	141	1.9%	71
American Indian/Alaskan Native	4	80.0%	4	0.0%	0	20.0%	1
African American	741	86.2%	657	11.0%	84	2.8%	21
Asian/Pacific Islander	530	96.0%	525	0.9%	5	3.1%	17
White (non-Hispanic)	2,237	97.2%	2,199	1.7%	38	1.1%	26
Hispanic	160	88.0%	146	8.4%	14	3.6%	6
Special Education	214	71.2%	161	23.5%	53	5.3%	12
Limited English Proficient (LEP)	63	70.3%	52	14.9%	11	14.9%	11
Free & Reduced-Price Meals (FARMS)	367	79.5%	303	16.8%	64	3.7%	14

Maryland School Assessments/High School Assessments (continued)

Table 3.3a: HSA Test Participation and Status - Algebra/Data Analysis 2010							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,525	93.5%	3,356	4.7%	169	1.8%	65
American Indian/Alaskan Native	10	100.0%	10	0.0%	0	0.0%	0
African American	769	84.9%	668	12.8%	101	2.3%	18
Asian/Pacific Islander	552	95.8%	543	1.6%	9	2.6%	15
White (non-Hispanic)	2,018	96.9%	1,977	2.0%	41	1.1%	22
Hispanic	176	84.9%	158	9.7%	18	5.4%	10
Special Education	198	60.7%	130	31.8%	68	7.5%	16
Limited English Proficient (LEP)	54	62.7%	42	17.9%	12	19.4%	13
Free & Reduced-Price Meals (FARMS)	449	79.0%	372	16.3%	77	4.7%	22

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2009							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,484	96.0%	3,357	3.6%	127	0.3%	12
American Indian/Alaskan Native	5	100.0%	5	0.0%	0	0.0%	0
African American	698	87.2%	615	11.8%	83	1.0%	7
Asian/Pacific Islander	469	98.5%	462	1.5%	7	0.0%	0
White (non-Hispanic)	2,155	98.5%	2,127	1.3%	28	0.2%	4
Hispanic	157	93.7%	148	5.7%	9	0.6%	1
Special Education	184	68.1%	128	29.8%	56	2.1%	4
Limited English Proficient (LEP)	36	88.9%	32	11.1%	4	0.0%	0
Free & Reduced-Price Meals (FARMS)	319	85.3%	272	14.7%	47	0.0%	0

Table 3.4a: HSA Test Participation and Status - Algebra/Data Analysis 2010							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,545	96.8%	3,441	2.9%	104	0.3%	10
American Indian/Alaskan Native	6	100.0%	6	0.0%	0	0.0%	0
African American	717	90.2%	650	9.3%	67	0.6%	4
Asian/Pacific Islander	523	99.4%	522	0.2%	1	0.4%	2
White (non-Hispanic)	2,150	98.7%	2,126	1.1%	24	0.2%	4
Hispanic	151	92.1%	139	7.9%	12	0.0%	0
Special Education	192	75.3%	146	23.7%	46	1.0%	2
Limited English Proficient (LEP)	38	82.5%	33	12.5%	5	5.0%	2
Free & Reduced-Price Meals (FARMS)	388	86.4%	337	13.1%	51	0.5%	2

1. Identify any additional challenges that are evident.

While the overall pass rate for all HCPSS students on the 2010 Algebra/Data Analysis HSA for 10th and 11th grade students was at or above 94 percent,

- Students receiving special education services performed 33 percentage points below the overall pass rate in 10th grade and 21 percentage points below the overall pass rates in 11th grade.
- Students receiving free and reduced-price meals performed 14 percentage points below the overall pass rate in 10th grade and 10 percentage points below the overall pass rates in 11th grade.
- African American students performed nine percentage points below the overall pass rate in 10th grade and six percentage points below the overall pass rates in 11th grade.
- Limited English Proficient students performed 31 percentage points below the overall pass rate in 10th grade and 14 percentage points below the overall pass rates in 11th grade.

2. Describe the interventions that the school system has in place to support students in passing the Algebra/Data Analysis HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

The supports in place for Algebra/Data Analysis HSA students were previously described in the AYP Proficiency section for Algebra/Data Analysis. The HCPSS supports students in all grades taking this course, and the interventions which ensure AYP proficiency also support passing the HSA.

- Students at risk of not passing are identified both by teacher grade reports and by their performance on HCPSS' local assessments, benchmark exams that measure student mastery of the content and skills in Algebra/Data Analysis curriculum. These local assessments are written in a manner that is consistent with the Algebra/Data Analysis HSA, and have shown in the past to be highly correlated with student performance on that state assessment. The local assessments are scored electronically and the results are collected centrally. Both district-wide and individual school disaggregated reports are subsequently posted on INROADS – the Internet Repository of Online Accountability Data Systems. This information, along with grade performance data, is used to identify students in need of intervention services.
- Students identified as needing additional support for the Algebra/Data Analysis course are placed into the Algebra/Data Analysis Seminar course. This double period, co-taught course is differentiated by design, with one period allocated for traditional engaging instruction and the other period allotted for integration of the Carnegie Cognitive Tutor software. This instructional delivery helps to increase the number of students who are successful as first-time test takers. Additionally, teachers attend professional development focused on content, effective practices for differentiating instruction, and effective co-teaching strategies.
- Strategic plans for assisting all underperforming student groups include:
 - The integration of algebraic concepts throughout the middle school program to better prepare students for success in Algebra/Data Analysis.
 - The opportunity to participate in a summer preparatory course that pre-teaches key

- concepts in Algebra/Data Analysis.
- The opportunity to receive assistance through tutorial classes during the school day or in special program offerings after school.
- The HSA Mastery/Bridge Plan Course is designed for students who have passed the Algebra/Data Analysis course, but failed the HSA. The one-semester course prepares students to retake the assessment, and provides support for those students who are eligible to complete a Bridge Plan Project.
- Bridge Plan mentors, supported by an MSDE HSA grant developed by the Department of Special Education, are retired mathematics teachers or mathematics teachers on leave, who work with individual students on a weekly basis to help them complete Algebra/Data Analysis Bridge Plans.
- The Office of Secondary Mathematics in collaboration from the Department of Special Education provided professional development to co-teachers (special and general educators) in Algebra/Data Analysis. The outcomes included building relationships with students and between the co-teachers, effectively using various co-teaching models, and increasing the use of small group activities within the classroom. Follow-up classroom visits provided an opportunity to observe teachers using strategies they learned in the sessions. ARRA funds provided workshop wages for co-planning and materials of instruction.
- The Office of Secondary Mathematics staff provided differentiated support to all schools with a focus on exemplary mathematics instruction as defined by the National Council of Teachers of Mathematics (NCTM) *Standards for Teaching Mathematics*. Staff collaborates with school-based administrators and secondary math leadership to support school improvement plans with an emphasis on differentiated and engaging instruction.
- Mathematics Instructional Support Teachers (MISTs) participate in the “sister schools MIST” initiative. MISTs provide job embedded professional development to teachers and administrators focused on exemplary mathematics instruction at identified schools. In participating schools, over 98 percent of rising 12th grade students have met the HSA graduation requirement for Algebra/Data Analysis.
- Teachers utilized enhanced mathematics curriculum resources (eGuides) to develop formative and summative assessments designed to measure student’s conceptual and procedural understanding of Algebra/Data Analysis Core Learning Goals Indicators. Geometry teachers implement a revised Geometry curriculum, which features connections to Algebra/Data Analysis Core Learning Goals Indicators.
- The Office of Secondary Mathematics staff provides professional development to special education teachers and paraeducators, through quarterly workshops focused on practices for engaging and motivating all learners, including the use of culturally responsive teaching strategies in mathematics.
- The Office of Secondary Mathematics staff provides to new and non-tenured mathematics teachers, with quarterly workshops focused on practices for engaging and motivating all learners, including the use of culturally responsive teaching strategies in mathematics. Teachers utilize the HCPSS data protocol to examine local assessment data and inform instruction.
- The partnership between the HCPSS and the University of Maryland Baltimore County, which supported a cohort of 26 elementary and middle school teachers pursuing a Master of Arts in Education, was completed in the spring of 2010. The partnership focused on

increasing mathematics content knowledge, effective pedagogical practices, leadership capacity, and knowledge of culturally responsive teaching practices.

Effectiveness

In addition to the 2009-2010 pass rates, the successful completion of over 95 Bridge Plans for Academic Validation in Algebra/Data Analysis demonstrates the effectiveness of the various intervention strategies.

Resource Allocations

- Funding for the Algebra/Data Analysis Seminar course is provided through the Office of Secondary Mathematics and Office of Special Education's operating budget. Funding includes 11 additional staff for co-planning (\$645,940).
- Funding for these intervention initiatives are provided by grants and the operating budget. Operating budget \$259,800 plus Title II grant \$14,700 total \$274,500.
- Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education and ARRA funds (\$36,400).
- Seven high schools and nine of twelve middle schools (and one K-8 school) have mathematics instructional support teachers (MISTs) (\$1,288,850).
- Funding for professional development is provided through the Office of Secondary Mathematics operating budget (\$10,000).

3. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

To address identified challenges:

- Professional development will be provided for special education teachers and paraeducators, with quarterly workshops focusing on rigorous content knowledge. Content courses will be developed for the newly minted state curriculum standards for Algebra 1 and Algebra 2.
- Office of Secondary Mathematics staff will develop professional development modules that are accessible to teachers in an electronic format and online. These "just in time" professional development modules that support standards for exemplary teaching in mathematics and the content from the Common Core State Standards.
- The success of the Bridge Plan Mentors points to a continuation and possible expansion of this program in order to service more students.

Maryland School Assessment

Science

Based on the Examination of 2010 Maryland School Assessment Science Data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

Table 2.7: Maryland School Assessment - Science - Elementary (Grade 5)									
Subgroup	2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3,720	2,884	77.5%	3,757	2,871	76.4%	3,555	2,792	78.5%
African American	792	452	57.1%	839	451	53.8%	827	473	57.2%
American Indian/Alaskan Native	18	11	61.1%	8	5	62.5%	8	7	87.5%
Asian/Pacific Islander	584	502	86.0%	581	493	84.9%	606	515	85.0%
Hispanic	214	117	54.7%	206	97	47.1%	204	119	58.3%
White (Not of Hispanic Origin)	2,112	1,802	85.3%	2,123	1,825	86.0%	1,910	1,678	87.9%
Free & Reduced-Price Meals	476	202	42.4%	530	219	41.3%	629	302	48.0%
Limited English Proficient (LEP)	149	48	32.2%	129	44	34.1%	117	29	24.8%
Special Education	275	117	42.5%	294	117	39.8%	278	98	35.3%

Table 2.8 Maryland School Assessment - Science - Middle (Grade 8)									
Subgroup	2008			2009			2010		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	3,899	3,231	82.9%	4,081	3,495	85.6%	3,904	3,372	86.4%
African American	867	526	60.7%	882	586	66.4%	864	597	69.1%
American Indian/Alaskan Native	11	10	90.9%	14	8	57.1%	9	6	66.7%
Asian/Pacific Islander	550	504	91.6%	624	569	91.2%	604	552	91.4%
Hispanic	186	107	57.5%	189	128	67.7%	218	153	70.2%
White (Not of Hispanic Origin)	2,285	2,084	91.2%	2,372	2,204	92.9%	2,209	2,064	93.4%
Free & Reduced-Price Meals	439	215	49.0%	499	257	51.5%	613	350	57.1%
Limited English Proficient (LEP)	93	33	35.5%	108	52	48.1%	59	21	35.6%
Special Education	245	103	42.0%	267	118	44.2%	246	111	45.1%

1. Describe your school system's results. In your response, identify the successes in terms of grade level(s) and subgroups.

Results of the 2010 Science MSA show that overall the percent of students scoring proficient or advanced increased for Grades 5 and 8 over last year. For Grade 5, the percent of students scoring at proficient or advanced increased 2.1 percentage points, from 76.4 in 2009 to 78.5 in 2010. The percent of Grade 8 students scoring at proficient or advanced increased slightly, from 85.6 in 2009 to 86.4 in 2010. While this test meets the student assessment requirements of the federal *No Child Left Behind* (NCLB) Act, results from this test are not included in calculations of Adequate Yearly Progress.

Grade	2009	2010	+/-
5	76.4	78.5	+2.1
8	85.6	86.4	+0.8

Elementary School Science

Howard County continues to demonstrate strong overall student performance on the Grade 5 Science MSA. The percentage of students scoring at proficient or advanced increased at most elementary schools from last year. Data indicate that:

- Twenty-six of the county’s 40 elementary schools showed gains. This includes Deep Run, Stevens Forest, Talbott Springs and Worthington, which experienced double-digit gains (14.5, 12.2, 21.5, and 10.4 percentage points, respectively). The total number of elementary schools includes Cradlerock Lower.
- Nineteen elementary schools had at least 83 percent of their students scoring at proficient or advanced, including 11 that had 90 percent or more of their students scoring at this level in 2010.
- Thirty-three elementary schools saw an increase in the percentage of students at the advanced level over 2009. Six of these schools had increases of at least 13 percentage points or more.

Percent of Grade 5 Students Achieving Advanced on the Science MSA			
School	2009	2010	Change
Bushy Park	16.5	29.8	13.3
St. John’s Lane	14.4	29.9	15.5
Stevens Forest	0.0	14.3	14.3
Triadelphia Ridge	17.2	36.0	18.8
Waverly	14.5	30.1	15.6
Worthington	13.9	33.3	19.4

In 2010, results show the following changes in proficiency from the previous year for student groups on the Grade 5 Science MSA:

- African American students increased 3.4 percentage points
- Hispanic students increased 11.2 percentage points
- Students receiving free and reduced-price meals services increased 6.7 percentage points
- English Language Learner students decreased 9.3 percentage points
- Special education students decreased 4.5 percentage points

Middle School Science

Howard County increased its overall percentage of students scoring proficient or advanced on the Grade 8 Science MSA. At Grade 8, 11 of the 19 middle schools saw an increase in the percentage of students scoring at proficient or advanced from 2009. Eight schools experienced declines ranging from 0.4 to 4.6 percentage points. The total number of middle schools includes Cradlerock Upper.

Maryland School Assessments/High School Assessments (continued)

In addition:

- Thirteen middle schools had at least 85 percent of their students scoring at proficient or advanced. This includes nine schools that had more than 90 percent of their students scoring at this level in 2010.
- Twelve middle schools showed increases in the percentage of students scoring at the advanced level from 2009. Six of these schools had increases of at least three percentage points or more.

Percent of Grade 8 Students Achieving Advanced on the Science MSA			
School	2009	2010	Change
Burleigh Manor	28.0	32.9	4.9
Cradlerock Upper	5.2	8.3	3.1
Folly Quarter	20.2	28.2	8.0
Glenwood	15.1	18.8	3.7
Hammond	17.7	20.9	3.2
Patapsco	19.5	26.6	6.9

Results on the 2010 Grade 8 Science MSA show the following changes in proficiency from the previous year for student groups:

- African American students increased 2.7 percentage points
- Hispanic students increased 2.5 percentage points
- Students receiving free and reduced-price meals services increased 5.6 percentage points
- English Language Learner students decreased 12.5 percentage points
- Special education students increased 0.9 percentage points

2. Identify the practices, programs, or strategies that are designed to ensure progress. Include a discussion of corresponding resource allocations.

Elementary School Science

At the elementary level, students' success is attributed to the following practices, programs, and strategies:

- Problem-based curriculum materials, aligned with the Maryland State Curriculum (MSC), are developed for all teachers of science in Grades 1-5 in order to provide models and guidelines for effective elementary science instruction.
- Grade 4 and Grade 5 curricula are designed to integrate space, earth, life science, and chemistry into an environmental science context in order to provide students and teachers with examples of how science concepts connect to one another, and to other content areas.
- Exemplary classroom science instruction continues to emphasize the following best practices:
 - Students work independently and in cooperative groups to use the skills and processes of science to learn concepts using an inquiry-based, hands-on, instructional approach.

Maryland School Assessments/High School Assessments (continued)

- Reading, writing, mathematics, and technology are integrated into science units as both instructional strategies and opportunities for students to demonstrate content knowledge.
- Texts for above, on, and below grade-level students, aligned with grade-level science objectives, are provided to allow all students to access science information at an appropriate instructional level.
- Differentiated professional development, support, and resources are provided for generalists, special educators, and ESOL educators to promote full inclusion and co-teaching, that is focused on differentiated instruction in order to meet the learning needs of all students in science.
- The ESOL office implements a variety of strategies (as described in Part I.D.ii, Limited English Proficient Students) that target English language development integrated with content instruction to make curriculum more accessible for students with limited English proficiency.
- Modifications and alternative strategies for students with special needs and students with limited English proficiency are included in curriculum documents for Grades 3-5 in order to encourage inclusion within elementary science classes.
- Twenty-nine elementary schools applied for and were awarded funds from the MSDE Science Technology Engineering and Mathematics (STEM) Grant in the 2009-2010 school year to support curricular connections and offer extended day opportunities that promote enthusiasm and interest in science fields. Seven of these schools receive Title I funds. Approximately 50 programs, including such activities as after school STEM Clubs, Mathematics Acceleration Parent Night, Paper Airplane Competitions, STEM Family Night, and Saturday Science Explosion were instituted overall.
- HCPSS collaborated with several existing and new community partners including county government agencies to provide:
 - A transdisciplinary field experience for fifth grade students to extend their classroom studies of the science and purposes of riparian forest buffers and their impact on the health of the Chesapeake Bay. Thirty-two of 40 schools with elementary grades participated in 2010. A mandatory training workshop was attended by a teacher representative from each participating school. Students completed specific tasks before, during and after the field experience to reinforce their understanding.
 - Three process and/or content-based workshops were conducted to meet the needs of school administrators and staff who are in various stages of the Green School Certification process. Fifteen elementary schools received Maryland Association for Environmental and Outdoor Education Green School Certification for the first time and one elementary school recertified in 2010. All students are involved in obtaining these certifications.
 - A transdisciplinary environmental field experience for fourth grade students was implemented to extend classroom studies of the history of Howard County, farming practices, soil and water conservation, stream studies, issues related to invasive vs. native plants, nutrition, and citizens' responsibilities. A mandatory teacher training session was held for each of the three participating schools before the field experience. All volunteers were required to attend training as well. Students completed specific tasks before, during and after the field experience to reinforce their understanding.

Maryland School Assessments/High School Assessments (continued)

- MSDE Public Release Tasks, Toolkits, and HCPSS resources and curriculum have been aligned to support Grade 5 students' review and reinforcement of science content in preparation for the 2010 Grade 5 MSA. These resources are available electronically to all instructional staff. Site based presentations to explain how to use these resources were focused on schools with large populations of student groups that previously have not performed at proficient or above on the Grade 5 Science MSA.
- Collaborated with the Early Childhood Office to provide approximately 165 science materials kits to support project-based instruction in PreK and Kindergarten science.

Middle School Science

Students in danger of not performing well on the Grade 8 Science MSA are identified both by teacher grade reports and by their performance on HCPSS' local assessments - benchmark exams that measure student mastery of the content and skills in the science curriculum. These local assessments are written in a manner that is consistent with the Grade 8 Science MSA. The local assessments are scored electronically and the results are collected centrally. Both district-wide and individual school disaggregated reports are subsequently posted on INROADS – the Internet Repository of Online Accountability Data Systems. This information, along with grade performance data, is used to identify students in need of intervention services. Once students are identified, interventions (including, for example, after school support and/or MSA review during the school day) are put into place to support student achievement.

Resource Allocations: Major resource allocations, from both restricted (e.g., Title I, II-A, III, and 21st Century Learning grant programs) and unrestricted funds support the strategies most related to progress for ESEA Goal 1 in FY11. Expenditures from the FY11 operating budget that supported ESEA Goal 1 included science resource center staff and science laboratory paraeducators (\$467,420).

3. Describe where challenges are evident. In your response, identify challenges in terms of grade level(s) and subgroup(s).

The performance of our fifth grade students presents more challenges than those for our eighth grade students; both groups, however, have challenges to address related to specific student groups.

Elementary School Science

A number of student groups are achieving less than 70 percent proficient or advanced on the Grade 5 Science MSA. These data indicate that continued and increased emphasis on meeting the instructional needs of students who receive free and reduced-price meals, are classified as Limited English Proficient or who receive Special Education services is critical as each of these student groups are below 50 percent proficient or advanced. Other student groups whose performance shows gaps from the overall performance are African American students at 57.2 percentage points proficient or advanced and Hispanic students at 58.3 percentage points proficient or advanced.

Challenges include:

- Helping Grade 5 students remember concepts that they were taught in previous grades as they prepare for the cumulative, content-focused Grade 5 Science MSA.
- Teaching concepts to Grade 5 students who transfer into the HCPSS from other districts and have gaps in the knowledge of assessed science concepts in Maryland.
- Updating Grade 3 curriculum resources to reflect modifications and alternative strategies for students with special needs.
- Creating awareness among all teachers of science of their contributions and responsibilities to the achievement of students on the Grade 5 Science MSA.
- Finding grant funding to support additional Science, Technology Engineering, and Mathematics (STEM) and science initiatives that increase enthusiasm for and interest in academic science pursuits of students throughout Grades K-12, especially in underrepresented student groups.
- Expanding the number of elementary schools working toward or receiving Maryland Association for Environmental and Outdoor Education (MAEOE) Green School Certification. Sixteen Howard County Elementary Schools achieved Green School status for the first time in 2010, and one school received their recertification bringing the total number of Elementary Green Schools to twenty-six.
- Working with existing and establishing new community partners to coordinate resources and efforts to provide high quality science programs within and beyond the school day.
- Collaborating with the Early Childhood Office to provide materials, lesson seeds, and professional development to pre-kindergarten and kindergarten teachers.
- Collaborating with the Secondary Science Office to identify the science needs of Grade 6 students as they enter middle school.

Middle School Science

The biggest challenge that middle schools face results from the cumulative nature of the Science MSA. Schools struggle with how to re-teach concepts to students who didn't learn them proficiently the first time they were exposed and who are being tested on them a year or two later. In addition, middle schools must decide how to assist students who transfer to HCPSS from districts with different curriculum frameworks and who therefore will have gaps in their content exposure.

Results on the 2010 Grade 8 Science MSA indicate that much work continues to remain needed for students who are classified as Limited English Proficient (LEP) or who receive special education and/or Free and Reduced-Price Meals Services (FARMS). Each of these student groups has less than 60 percent of their students classified as proficient or advanced (Special Education—45.1 percent, LEP—35.6 percent, FARMS—57.1 percent). Other student groups whose performance shows gaps from the overall performance (86.4 percent) are African American students (69.1 percent proficient or advanced) and Hispanic students (70.2 percent proficient or advanced).

4. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

To decrease the achievement gap of our lowest performing student groups (Special Education, Limited English Proficient, and FARMS), we will continue to support our schools in looking at each student's achievement, one-by-one, particularly those students in the identified student groups. We will support the schools in using the local assessments to identify students in need of additional support and then providing the appropriate interventions. The Offices of Secondary and Elementary Science will collaborate with the Department of Special Education, the ESOL Office, and the Office of Student, Family, and Community Services to provide professional development for our teachers on best instructional practices and using data to inform instruction; the teachers will then use these skills and practices to identify and support the needs of their students.

Elementary School Science

The Elementary Science Office will continue to provide differentiated professional development for teachers that:

- Supports strategies for increasing achievement for all students with a focus on students receiving free and reduced-price meals services
- Promotes co-teaching and inclusive practices in all science classrooms
- Supports teachers' increased development of content knowledge and pedagogy
- Includes special education paraeducators in appropriate science-related professional development

In addition, suggestions for modified instruction and alternate strategies for students with special needs, are Limited English Proficient, or otherwise identified as performing below proficient will continue to be developed and included in curricular resources.

Due to the cumulative content knowledge required of fifth graders to perform at or above proficient on the Grade 5 Science MSA, the Office of Elementary Science will focus efforts to provide teachers with training so they can use review resources effectively with students.

Middle School Science

Since the Grade 8 Science MSA is a cumulative test that measures the skills and processes and science content from Grades 6 through 8, it is imperative that students review previously learned concepts before they take the test.

Capital funding was obtained to provide each middle school science department with a mobile cart of laptop computers for the 2009-2010 school year; this technology assists science teachers with review activities. During 2008-2009, money was used from the science operating budget to pilot Discovery Education Science – an online learning resource that is licensed by Discovery Education – at four middle schools. Discovery Education Science contains video clips, readings, virtual labs and simulations, and assessment items that students can access from the classroom or

Maryland School Assessments/High School Assessments (continued)

home. It was reasoned that Discovery Education Science could help students review previously learned concepts and help prepare for the Grade 8 MSA. Positive reports from the teachers at the participating pilot schools, as well as ARRA funding from the Department of Special Education, has made it possible for all middle schools to use Discovery Education Science during the 2009-2010 school year. Discovery Education Science will again be utilized in all middle schools during the 2010-2011 school year; funding will again come from the Department of Special Education grant monies and the science operating budget. Middle school science teachers will continue to use Discovery Education Science to support their science instruction and review for the MSA.

Resource Allocations: Major resource allocations, from both restricted (e.g., Title I, II-A, III, and 21st Century Learning grant programs) and unrestricted funds support the strategies most related to progress for ESEA Goal 1 in FY11. Expenditures from the FY11 operating budget that supported ESEA Goal 1 included science resource center staff and science laboratory paraeducators (\$467,420).

High School Assessments (HSA)

Biology

Based on the Examination of 2009 High School Assessment Results for Biology (Tables 3.5 and 3.6) and on the Examination of 2010 High School Assessment Results for Biology (Tables 3.5a and 3.6a):

Table 3.5: HSA Test Participation and Status - Biology 2009							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,778	91.1%	3,527	6.5%	251	2.4%	93
American Indian/Alaskan Native	5	80.0%	4	20.0%	1	0.0%	0
African American	750	77.6%	607	18.3%	143	4.1%	32
Asian/Pacific Islander	565	94.5%	546	3.3%	19	2.2%	13
White (non-Hispanic)	2,302	95.8%	2,239	2.7%	63	1.5%	35
Hispanic	156	77.5%	131	14.8%	25	7.7%	13
Special Education	196	61.8%	141	24.1%	55	14.0%	32
Limited English Proficient (LEP)	72	64.4%	56	18.4%	16	17.2%	15
Free & Reduced-Price Meals (FARMS)	368	69.7%	271	24.9%	97	5.4%	21

Table 3.5a: HSA Test Participation and Status - Biology 2010							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,654	93.7%	3,483	4.6%	171	1.7%	64
American Indian/Alaskan Native	10	80.0%	8	20.0%	2	0.0%	0
African American	786	86.5%	698	10.9%	88	2.6%	21
Asian/Pacific Islander	588	95.3%	573	2.5%	15	2.2%	13
White (non-Hispanic)	2,085	97.1%	2,047	1.8%	38	1.1%	24
Hispanic	185	82.2%	157	14.7%	28	3.1%	6
Special Education	196	68.1%	147	22.7%	49	9.3%	20
Limited English Proficient (LEP)	63	56.4%	44	24.4%	19	19.2%	15
Free & Reduced-Price Meals (FARMS)	460	81.0%	389	14.8%	71	4.2%	20

Maryland School Assessments/High School Assessments (continued)

Table 3.6: HSA Test Participation and Status - Biology 2009							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,618	93.9%	3,411	5.7%	207	0.4%	13
American Indian/Alaskan Native	5	100.0%	5	0.0%	0	0.0%	0
African American	719	83.8%	604	16.0%	115	0.3%	2
Asian/Pacific Islander	503	97.2%	491	2.4%	12	0.4%	2
White (non-Hispanic)	2,232	96.8%	2,166	3.0%	66	0.2%	5
Hispanic	159	89.0%	145	8.6%	14	2.5%	4
Special Education	186	59.2%	113	38.2%	73	2.6%	5
Limited English Proficient (LEP)	41	75.0%	33	18.2%	8	6.8%	3
Free & Reduced-Price Meals (FARMS)	318	77.8%	249	21.6%	69	0.6%	2

Table 3.6a: HSA Test Participation and Status - Biology 2010							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,679	94.4%	3,488	5.2%	191	0.4%	15
American Indian/Alaskan Native	6	100.0%	6	0.0%	0	0.0%	0
African American	728	84.3%	618	15.0%	110	0.7%	5
Asian/Pacific Islander	558	97.3%	543	2.7%	15	0.0%	0
White (non-Hispanic)	2,238	97.5%	2,190	2.1%	48	0.4%	9
Hispanic	151	87.5%	133	11.8%	18	0.7%	1
Special Education	191	74.9%	149	21.1%	42	4.0%	8
Limited English Proficient (LEP)	45	82.2%	37	17.8%	8	0.0%	0
Free & Reduced-Price Meals (FARMS)	399	80.5%	322	19.3%	77	0.3%	1

1. Identify the challenges that are evident.

Over 90 percent of Howard County students in 2009 passed the biology assessment. The pass rates for most student groups are above the 90 percent threshold. Exceptions are students who receive special education services, Limited English Proficient students, and students who participate in Free and Reduced-Price Meal Services (FARMS). Intervention efforts need to continue to focus on the performance of these groups.

2. Describe the interventions that the school system has in place to support students in passing the Biology HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

Students in danger of not passing the Biology HSA are identified both by teacher grade reports and by their performance on the school system’s local assessments – benchmark exams that measure student mastery of the content and skills quarterly in the science curriculum. These local assessments are written in a manner that is consistent with the Biology HSA, and have been shown in the past to be highly correlated with student performance on the state assessment. The

Maryland School Assessments/High School Assessments (continued)

local assessments are scored electronically and the results are collected centrally. Both district wide and individual school disaggregated reports are subsequently posted on the Internet Repository of Online Accountability Data Systems (INROADS). This information, along with grade performance data, is used by the schools to identify students in need of intervention services.

Plans to assist all underperforming student groups include:

- Spiraling and back-mapped curriculum in middle school to better prepare students for the Biology HSA in Grade 10.
- Professional development for teachers at the high schools that offer Introduction to Ecosystems, a recently added ninth grade science course designed to accelerate the performance of students who enter high school below grade level in reading and/or mathematics.
- A summer preparatory course for rising 10th graders that introduces students to many of the key concepts in Biology.
- Assistance through tutorial classes during the school day or in special program offerings after school.

The HSA Mastery/Bridge Plan Course is designed for students who have passed the biology course, but failed the HSA. The one-semester course prepares students to retake the assessment, and provides support for those students who are eligible to complete a Bridge Plan Project. Professional development is provided to the Mastery Course teachers to share best practices. Bridge Plan Mentors are retired science teachers who work with individual students on a weekly basis to help them complete Bridge Plans in Biology. Mentor teachers are funded through an MSDE grant and ARRA funds.

Effectiveness

The aforementioned pass rates are indicators of the success of various intervention strategies, as is the successful completion of the Bridge Plans for Academic Validation in Biology.

Resources

- Funding for these intervention initiatives are provided by grants and the operating budget.
- Funding for Bridge Plan Mentors are provided by an MSDE grant via the Office of Special Education and ARRA funds.
- Funding for professional development by an MSDE grant via the Office of Special Education for biology and special education teachers on the use of the content enhancement routines from the University of Kansas' Strategic Instruction Model.

3. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

Although current strategies are yielding good results, there will be an increased need for professional development for teachers of Biology, particularly those teaching Mastery Courses.

Students who have taken Introduction to Ecological Systems preceding Biology have shown positive results in their Biology HSA scores. Of the 235 students who took the Introduction to Ecological Systems in 2008-2009 and then took Biology in 2009-2010, 86 percent of these students passed the Biology HSA in May 2010. We will continue to work with schools to identify students for this course and to provide professional development for these teachers.

The success of the Bridge Plan Mentors points to a continuation and possible expansion of this program in order to serve more students. The Bridge Plan Mentors will also support our students serviced in nonpublic schools as they complete Bridge Plans throughout the year.

The ESOL Office and the Office of Secondary Science will collaborate to offer professional development to ESOL teachers; this professional development will focus on resources and strategies that ESOL teachers can use to support their Limited English Proficient students in Biology. Additionally, the ESOL office will work with the Secondary Science office to provide professional development for science teachers to support their implementation of best practices.

The Office of Secondary Science in collaboration from the Department of Special Education will provide professional development to co-teachers (special and general educators) in Biology and Introduction to Ecological Systems. The outcomes include building relationships with students and between the co-teachers, effectively using various co-teaching models, and increasing the use of small group activities within the classroom. Follow-up classroom visits will provide an opportunity to observe teachers using strategies they learn in the sessions.

High School Assessments (HSA)

Government

Based on the Examination of 2009 High School Assessment Results for Government (Tables 3.7 – 3.8) and on the Examination of 2010 High School Assessment Results for Government (Tables 3.7a – 3.8a):

Table 3.7: HSA Test Participation and Status - Government 2009							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,763	91.2%	3,578	4.7%	185	4.1%	161
American Indian/Alaskan Native	6	83.3%	5	16.7%	1	0.0%	0
African American	753	82.6%	656	12.2%	97	5.2%	41
Asian/Pacific Islander	542	90.3%	531	1.9%	11	7.8%	46
White (non-Hispanic)	2,312	95.2%	2,251	2.6%	61	2.2%	52
Hispanic	150	78.5%	135	8.7%	15	12.8%	22
Special Education	202	65.9%	151	22.3%	51	11.8%	27
Limited English Proficient (LEP)	35	35.6%	32	3.3%	3	61.1%	55
Free & Reduced-Price Meals (FARMS)	361	73.4%	289	18.3%	72	8.4%	33

Table 3.7a: HSA Test Participation and Status - Government 2010							
Population: All 10th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,639	92.4%	3,475	4.4%	164	3.3%	123
American Indian/Alaskan Native	10	90.0%	9	10.0%	1	0.0%	0
African American	799	86.3%	706	11.4%	93	2.3%	19
Asian/Pacific Islander	567	90.2%	553	2.3%	14	7.5%	46
White (non-Hispanic)	2,088	96.4%	2,052	1.7%	36	1.9%	41
Hispanic	175	80.7%	155	10.4%	20	8.9%	17
Special Education	200	70.3%	154	21.0%	46	8.7%	19
Limited English Proficient (LEP)	23	19.8%	16	8.6%	7	71.6%	58
Free & Reduced-Price Meals (FARMS)	448	77.3%	381	13.6%	67	9.1%	45

Maryland School Assessments/High School Assessments (continued)

Table 3.8: HSA Test Participation and Status -Government 2009							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,702	95.9%	3,581	3.2%	121	0.9%	34
American Indian/Alaskan Native	5	100.0%	5	0.0%	0	0.0%	0
African American	745	91.0%	685	8.0%	60	1.1%	8
Asian/Pacific Islander	512	97.1%	504	1.5%	8	1.3%	7
White (non-Hispanic)	2,275	97.4%	2,231	1.9%	44	0.7%	15
Hispanic	165	92.3%	156	5.3%	9	2.4%	4
Special Education	191	71.0%	137	28.0%	54	1.0%	2
Limited English Proficient (LEP)	45	82.0%	41	8.0%	4	10.0%	5
Free & Reduced-Price Meals (FARMS)	330	86.2%	288	12.6%	42	1.2%	4

Table 3.8a: HSA Test Participation and Status -Government 2010							
Population: All 11th Grade Students							
	Total Number Taken	% Taken and Passed	Number Taken and Passed	% Taken and Not Passed	Number Taken and Not Passed	% Not Taken	Number Not Taken
All Students	3,772	95.4%	3,629	3.8%	143	0.8%	31
American Indian/Alaskan Native	6	100.0%	6	0.0%	0	0.0%	0
African American	757	89.9%	688	9.0%	69	1.0%	8
Asian/Pacific Islander	569	97.6%	559	1.7%	10	0.7%	4
White (non-Hispanic)	2,282	97.2%	2,233	2.1%	49	0.7%	16
Hispanic	158	88.8%	143	9.3%	15	1.9%	3
Special Education	196	79.1%	159	18.4%	37	2.5%	5
Limited English Proficient (LEP)	45	77.1%	37	16.7%	8	3.3%	3
Free & Reduced-Price Meals (FARMS)	413	84.2%	352	14.6%	61	1.2%	5

1. Identify the challenges that are evident.

The overall pass rate in Government for the Class of 2009 was in excess of 90 percent. Students receiving special education services and English Language Learners (ELL) ranked lower than other groups.

For rising seniors (Class of 2011), pass rates are in excess of 90 percent. Students receiving special education services, students participating in free and reduced-price meal services, and ELL ranked lower than other groups.

2. Describe the interventions that the school system has in place to support students in passing the Government HSA. How effective are they? What evidence do you have of their effectiveness? Include a discussion of corresponding resource allocations.

Students in danger of not passing are identified both by teacher grade reports and by their performance on the school system’s local assessments – benchmark exams that measure student mastery of the content and skills in the social studies curriculum. These local assessments are written in a manner that is consistent with the Government HSA, and have been shown in the

Maryland School Assessments/High School Assessments (continued)

past to be highly correlated with student performance on the Government HSA. The local assessments are scored electronically and the results are collected centrally. The last correlation analysis indicates a correlation coefficient of .685. Both district wide and individual school disaggregated reports are subsequently posted on the HCPSS Internet Repository of Online Accountability Data Systems (INROADS). This information, along with grade performance data, is used to identify students in need of intervention services.

Plans to assist all underperforming student groups include:

- Spiraling and back-mapped curriculum in middle school and in Grade 9 US History to better prepare students for the Government HSA in Grade 10. HCPSS students have among the highest government scores in the state.
- A summer preparatory course for those students identified as at risk in Grade 9. The content is designed to pre-teach many of the key concepts in American Government.
- Assistance provided through tutorial classes (HSA Mastery/Bridge Plan Course) during the school day or in special program offerings after school.
- Bridge Plan Mentors who work with individual students to assist them with the completion of Bridge Plans for Academic Validation in American Government.

The HSA Mastery/Bridge Plan Course is designed for students who have passed the government course, but failed the HSA. The one-semester course prepares students to retake the assessment, and provides support for those students who are eligible to complete a Bridge Plan Project. Bridge Plan Mentors are retired social studies teachers or social studies teachers on leave who work with individual students on a weekly basis to help them complete Bridge Plans in American Government. Mentors are funded through an MSDE grant and ARRA funds. The overall pass rate was 95.4 percent for first time takers; therefore a small number of students are enrolled in this course.

The Office of Secondary Social Studies in collaboration with the Department of Special Education provided professional development to co-teachers (special and general educators) in US History and American Government. The outcomes included building relationships with students and between the co-teachers, effectively using various co-teaching models, and increasing the use of small group activities within the classroom. Follow-up classroom visits provided an opportunity to observe teachers using strategies they learned in the sessions. ARRA funds provided workshop wages for co-planning and materials of instruction.

The aforementioned pass rates are indicators of the success of various intervention strategies, as is the successful completion of Bridge Plans for Academic Validation in government.

Resources

- Funding for these intervention initiatives are provided by grants and the operating budget (\$12,000).
- Funding for Bridge Plan Mentors are provided by an MSDE grant, and ARRA funds via the Office of Special Education.

3. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

Although current strategies are yielding good results, there will be an increased need for professional development for teachers of American Government, particularly those teaching Mastery Courses. Training is provided for government teachers four times per year, two full professional development days for all teachers, and two half days specifically for high school teachers. The content of the training varies but is focused on the course content and the requisite skills students will need to be successful. Teachers share ideas and develop plans along with staff from the Social Studies office.

The success of the Bridge Plan Mentors points to a continuation and possible expansion of this program in order to service more students.

High School Assessments (HSA)

HSA Graduation Requirement

Class of 2010

Based on the Examination of Data for 2010 Graduates Who Met the High School Assessment Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

Table 3.9 Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option													
	Enrolled	HSA Graduation Requirement Options								Total			
		Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met	
		#	%	#	%	#	%	#	%	#	%	#	%
2008-2009	3,644	3,258	89.4%	313	8.50%	55	1.5%	1	0.0%	3626	99.5%	18	0.5%
2009-2010	3,903	3,372	86.4%	414	10.6%	103	2.6%	5	0.1%	3894	99.8%	9	0.2%

Table 3.10 Bridge Projects Passed					
	Algebra/ Data Analysis	Biology	English	Govern ment	Total
	#	#	#	#	#
2008-2009	32	51	51	38	172
2009-2010	71	84	97	58	310

1. Describe your school system’s results. In your response, please report on the implementation of the Bridge Plan for Academic Validation.

The Howard County Public School System (HCPSS) did not have any students who failed to graduate solely because of the High School Assessment (HSA) graduation requirement. The results below represent our Class of 2010:

- Approximately 86 percent (3372) of the students in the Class of 2010 passed all four HSAs.
- Another 11 percent (414) met the graduation requirement by the Combined Score option.
- Approximately three percent (103) met the requirement through successful participation in the Bridge Program.
- Five waivers were granted to seniors who met the state requirements for the waiver.

Many of the HCPSS students who were unable to pass the HSAs took advantage of the Bridge Program. The Program allowed students the opportunity to continue to learn content and subsequently demonstrate their knowledge of that content by completing a project. HSA

Mastery classes provided the support students needed as they pursued the parallel pathways of continuing to take the HSAs while simultaneously completing Bridge Projects.

All students in the Class of 2010 who had not met the HSA requirement were expected to pursue both pathways so their chances of meeting the HSA requirement were maximized. As a result, some students were able to either pass the HSAs or earn the combined score. Those who did not were able to meet the requirement by completing Bridge Projects.

2. Identify the strategies to which you attribute the results. Include a discussion of corresponding resource allocations.

Strategies that contributed to the results are as follows:

- Students who are performing below grade level expectations in reading and mathematics in elementary and middle school receive a range of interventions prior to enrollment in HSA classes.
- Students in need of intervention may be scheduled into intervention classes concurrent with enrollment in HSA classes. Students who need or want additional support while enrolled in HSA classes may also attend after school tutoring sessions.
- Collaboration and co-teaching between content teachers and service providers such as special educators is extensive and evident in schools.
- HCPSS teachers provide targeted instruction for students and central and school-based administrators provide targeted professional development for teachers of HSA classes.
- HCPSS provided opportunities to complete Bridge Plans as a part of Comprehensive Summer School.
- For the first time this year, HCPSS provided a Saturday Bridge Academy (fall and spring sessions).
- High schools provide HSA Mastery/Bridge Plan Intervention classes for students who need them. The classes are semester courses that students may repeat, if necessary.
- Central and school-based administrators closely monitored the progress of seniors who had not met the graduation requirement.

The HSA Mastery/Bridge Plan classes were offered in HCPSS high schools that had class-size numbers of students needing to meet the requirement. The classes were taught by teachers certified in the appropriate content areas. The local operating budget funded the additional positions needed to run these intervention classes. In addition, a special education grant from MSDE enabled HCPSS to hire retired teachers as instructors to provide additional assistance for some Bridge Plan students. This assistance was an important contributor to the success of this effort. Students and teachers reported that working on the Bridge Plans increased student understanding of the content and in some cases was the intervention that enabled the student to go on to pass the HSA.

The addition of the Saturday Bridge Academy and offering the opportunity to complete Bridge Plans as a part of Comprehensive Summer School were enhancements that reduced the number of students who needed to take HSA Mastery/Bridge Plan classes during the school day. This proved to be an effective way for students to complete the projects because they were able to have concentrated time to work on each assigned project. The HCPSS operating budget funded

Maryland School Assessments/High School Assessments (continued)

four additional positions for the Bridge Plan classes during Summer School and the special education grant provided four additional content specific special educators. This same staff received stipends to provide the Saturday Bridge Academy. The academy met on five Saturdays in the fall and again on five Saturdays in the spring. With these two enhancements presented as options, students were able to fulfill the HSA Graduation requirement with a minimal impact on their regular school schedule. As a result of the ARRA funding, these enhancements will continue for the 2010-2011 school year.

3. Describe where challenges were evident.

Challenges were as follows:

- Identifying and implementing interventions that increase the success of students receiving services, especially students with Individualized Education Plans (IEPs) and English Language Learners (ELL)
- Keeping students motivated
- Tracking the multiple pathways for meeting the graduation requirement
- Managing overlapping timelines (e.g. requirements and deadlines for the waivers and requirements and deadlines for graduation)
- Managing Bridge Plan responsibilities in addition to previously existing responsibilities, both at the school and at the Central Office.

Class of 2011

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2010 (Table 3.11):

Table 3.11 Rising Seniors Who Have Not Yet Met the Graduation Requirement													
	Enrolled	Met		Not Yet Met								Total	
				Needing to Pass 4		Needing to Pass 3		Needing to Pass 2		Needing to Pass			
		#	%	#	%	#	%	#	%	#	%	#	%
2009-2010	3,825	3,659	95.7%	32	0.8%	38	1.0%	52	1.4%	44	1.2%	166	4.3%
2010-2011	3,864	3,719	96.2%	32	0.8%	33	0.9%	35	0.9%	53	1.4%	153	4.0%

1. Identify the challenges that persist.

Challenges that persist are as follows:

- Identifying and implementing interventions that increase the success of students receiving services, especially students with IEPs and ELL
- Managing overlapping timelines (e.g. testing administration and scheduling calendars)
- Managing Bridge Plan responsibilities in addition to previously existing responsibilities, both at the school and at the Central Office

HCPSS will be able to build upon its experiences and successes with the programs to overcome some of the challenges.

- 2. Describe the changes or adjustments that will be made to support those juniors (rising seniors) who have not yet met the HSA graduation requirement in passing the High School Assessments. Include a discussion of corresponding resource allocations.**

HCPSS will continue to implement the current range of interventions without changes and with the resources allocated as described for the Class of 2010. These interventions have proven to be effective in meeting the needs of our students.

I.D.ii Limited English Proficient Students

No Child Left Behind Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

No Child Left Behind Indicator 2.1: The percentage of limited English proficient students who have attained English proficiency by the end of the school year.

No Child Left Behind Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.

No Child Left Behind Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making Adequate Yearly Progress (AYP). School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. Students are considered to have made progress if their overall test score on the LAS Links composite is 15 scale score points higher than the composite score from the previous year test administration. In order to meet the target for AMAO 1 for school year 2009-2010, 58% of English Language Learners students will make progress in learning English.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO 2, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. For the purpose of AMAO 2 (accountability), a composite cut score of 5 on the ELP assessment with a minimum cut score of 4 in each domain is used to determine proficiency level for each grade. The AMAO 2 target for school year 2009-2010 is 16% of ELLs will attain proficiency in English.
- **AMAO 3** represents Adequate Yearly Progress of LSSs for the Limited English Proficient student subgroup.

Note: Where responses in this section are similar or linked to those provided under Section I.D.i or Attachment 10 (Title III, Part A), local school systems may reference with page numbers, or copy and paste as appropriate.

Limited English Proficient Students (continued)

A. Based on the Examination of AMAO I, AMAO II, and AMAO III Data (Tables 4.1 – 4.3):

Table 4.1 System AMAO 1, 2009-2010 LEP Student Progress toward Attaining English Proficiency		
n	# Meeting Target	% Meeting Target
2,018	1,421	70.42%

Table 4.2 System AMAO 2, 2009-2010 Student Attainment of English Proficiency		
n	# Meeting Target	% Meeting Target
2,117	527	24.89%

Table 4.3: System AMAO 3, 2009-2010 AYP Status for Limited English Proficient Students				
	Reading		Mathematics	
	% Proficient	Participation Rate	% Proficient	Participation Rate
2008	Met	Met	Met	Met
2009	Met	Met	Met	Met

1. Describe where progress is evident.

The targets for AMAO 1, 2, and 3 were met across the Howard County Public School System (HCPSS).

- Through increasing the overall English language proficiency level by at least 15 scale score points, 70.42 percent of the English Language Learners (ELL) made progress in acquiring English language proficiency as measured by *LAS Links 2010* (AMAO 1, Table 4.1). The target for AMAO 1 is 58 percent. An increase of 6.43 percent is evident from the 63.99 percent of the ELL who met AMAO 1 in 2009.
- There were 24.89 percent of the ELL achieving English proficiency by earning a composite score of 5 with a minimum score of 4 in the Speaking, Listening, Reading, and Writing domains as measured by *LAS Links 2010* (AMAO 2, Table 4.2). The target for AMAO 2 is 16 percent. An increase of 1.2 percent is evident based upon the 23.69 percent of the ELLs who scored proficient in 2009.
- The elementary, middle, and high school students in the Limited English Proficient student group met the target for Adequate Yearly Progress based upon attaining proficiency or better on the state assessments in reading and math. In addition, this student group met the target for participation on the state assessments (AMAO 3, Table 4.3).
- The mean scores on the *LAS Links 2010* for each Grade band (K-1, 2-3, 4-5, 6-8, and 9-12) and in each domain (Speaking, Listening, Reading, and Writing) show positive growth. The grade band with the greatest average growth across each domain is K-1. The mean increase in the overall proficiency level by grade band is as follows:

Limited English Proficient Students (continued)

- K-1: mean overall increase of 1.22 proficiency levels
- 2-3: mean overall increase of .87 proficiency levels
- 4-5: mean overall increase of .88 proficiency levels
- 6-8: mean overall increase of .68 proficiency levels
- 9-12: mean overall increase of .43 proficiency levels

2. Identify the practices, programs, or strategies to which you attribute the progress of Limited English Proficient students towards attaining English proficiency.

Elementary School

At the elementary school level, the success of English Language Learners (ELL) in attaining English proficiency is attributed to the following strategies:

- Professional development on the integration of the Maryland English Language Proficiency State Curriculum with content objectives provided to ESOL teachers in collaboration with the Language Arts, Science, Social Studies, and Math Offices
- Professional development on best practices to implement when instructing ELL provided to school-based teams, schools, the Instructional Intervention Teams, and school system leadership
- Increased alignment of classroom instruction, ESOL Program instruction, and other intervention services
- Co-taught classrooms instructed by ESOL Program staff and classroom teachers
- Collection and use of multiple data points, including LAS Links, MSA, and local assessments, to inform the grouping and instruction of ELL
- Increased articulation practices with the middle school ESOL teachers

Middle School

At the middle school level, the success of ELL in attaining English proficiency is attributed to the following strategies:

- Alignment of ESOL instruction to both the Maryland English Language Proficiency State Curriculum and content standards
- Professional development related to content standards and assessment provided by the Language Arts, Social Studies, and Science Offices
- Professional development on best practices to use when instructing ELL provided to school-based teams, schools, the Instructional Intervention Teams, and school system leadership
- Provision of sheltered language arts instruction that integrates Maryland English Language Proficiency State Curriculum with content objectives
- Collection and utilization of student data and the HCPSS data protocol to analyze assessment data and to inform instruction
- Increased articulation practices with the elementary and high school ESOL teachers

High School

At the high school level, the success of ELL in attaining English proficiency is attributed to the following strategies:

- Alignment of ESOL instruction to both the Maryland English Language Proficiency State Curriculum and content standards
- Professional development on best practices to use when instructing ELLs provided to schools and school system leadership
- Provision of a series of sheltered language arts courses that integrate the Maryland English Language Proficiency State Curriculum with content objectives from language arts, science, and social studies
- Provision of a series of US History courses to provide focused preparation for the American Government High School Assessment (HSA)
- Co-taught classrooms instructed by ESOL Program staff and teachers in the HSA-assessed courses
- Implementation of a Newcomer ELL Program that includes English language development through a content-based approach and intense instruction in mathematics
- Collection and utilization of student data and the HCPSS data protocol to analyze assessment data and to inform instruction
- Increased articulation practices with the middle school ESOL teachers

3. Describe where challenges are evident in the progress of Limited English Proficient students towards attaining English proficiency by each domain in Listening, Speaking, Reading and Writing.

While the progress made by English Language Learners (ELL) towards attaining proficiency and the number of students achieving proficiency is at 70.42 percent and 24.89 percent respectively, there are areas of definite challenge. Each grade band made progress in the domains of Speaking, Listening, Reading, and Writing across the system. However, the mean increase in the overall proficiency level on the *LAS Links 2010* decreased as students moved through the elementary, middle, and then high school grades. The Writing domain is the area in which the ELL in the K-1, 2-3, and 9-12 grade bands showed the smallest average growth. ELL in Grades 4-5 showed the lowest mean growth in the Listening domain, and the ELL in Grades 6-8 showed the smallest mean growth in the Speaking domain. ELL must have additional opportunities to build oral language proficiency and to express themselves both orally and in writing in ESOL and content classes. Also, the difficulty in progress evident at the middle and high school levels reflects the increase in the number of low beginning ELL who enter the system with interrupted or informal schooling and little to no prior experience with the English language.

Limited English Proficient Students (continued)

4. Describe the changes or adjustments that will be made to ensure sufficient progress of Limited English Proficient students towards attaining English proficiency. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

Program changes or adjustments include the following:

- Increased professional development and resource creation for the expansion of the Maryland English Language Proficiency State Curriculum connections with objectives in Language Arts, Mathematics, Science, and Social Studies at all instructional levels throughout the 2010-2011 school year
- Professional development on oral language skill development by extending strategies to ESOL and content teachers through activities led by the ESOL Program and other Curricular Offices on an on-going basis throughout the 2010-2011 school year
- Emphasis on best practices in building academic vocabulary and comprehension for ESOL and content teachers through workshops led by ESOL Program staff on an on-going basis throughout the 2010-2011 school year
- Additional co-teaching professional development and support for ESOL and classroom teachers through workshops led by the ESOL Program staff and through participation in Designing Quality Inclusive Education and the Middle School Cohort throughout the 2010-2011 school year
- Continuation of the Newcomer ESOL Program at high school level for students entering the school system with an English proficiency level of one and interrupted or informal schooling
- Refinement and alignment of a web-based data collection tool with the student information system in order to facilitate the collection and analysis of data to inform instructional practices and to provide accurate reports

Resource Allocations: Maintenance of the FY11 budget to support ESEA Goal 2 for ELL include the following:

- Maintaining 102.8 teachers in the English for Speakers of Other Languages (ESOL) Program; also supports ESEA Goals 1 and 5 (estimated \$6,790,710).
- Maintaining 45.5 paraeducators in the English for Speakers of Other Languages (ESOL) Program; also supports ESEA Goals 1 and 5 (estimated \$1,201,030).
- Maintaining 2.0 ESOL Resource Teachers to provide professional development and resources to schools throughout the system from the operating budget and Title III federal grant funds; also supports ESEA Goals 1 and 5 (\$147,870).
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families and retaining 4 bilingual liaisons in the Title III federal grant funds; also supports ESEA Goals 1 and 5 (\$695,470)

No Child Left Behind requires that corrective actions are taken in local school systems that failed to make progress on the AMAOs:

- *For any fiscal year.* The school system must separately inform a parent or the parents of a child identified for participation in or participating in a language instruction educational program of the system's failure to show progress. The law stipulates that this notification is to take place not later than 30 days after such failure occurs. The law further requires that the information be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- *For two or three consecutive years.* The school system must develop an improvement plan that will ensure that the system meets such objectives. The plan shall specifically address the factors that prevented the system from achieving the objectives.
- *For four consecutive years.* The state shall require the local system to modify the curriculum program and method of instruction or determine whether or not the local school system shall continue to receive funds related to the system's failure to meet the objectives, and require the local system to replace educational personnel relevant to the system's failure to meet the objectives.

B. Describe the corrective action plan specifying action to be taken for not meeting AMAO I:

Not applicable – AMAO I was met. Local school systems not making AMAO I must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English proficiency. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO I.

C. Describe the corrective action plan specifying action to be taken for not meeting AMAO II:

Not applicable – AMAO II was met. Local school systems not making AMAO II must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English attainment. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO II.

D. Describe the corrective action plan specifying action to be taken for not meeting AMAO III:

Not applicable – AMAO III was met. Local school systems not making AMAO III must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of Limited English Proficient students toward attaining reading and math proficiency. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will make Adequate Yearly Progress. You may refer to other sections of this update as appropriate.

I.D.iii Adequate Yearly Progress

This section requires that school systems in any phase of school system improvement update progress in specific areas. Additionally, school systems must report the percentages of all schools making Adequate Yearly Progress, the percentages of Title I schools making Adequate Yearly Progress, Schools in Improvement and Title I Schools in Improvement.

School System Improvement

This section must be completed **ONLY** by local school systems in improvement or corrective action.⁵

Instructions:

1. Local school systems in corrective action must provide an update on how the school system has revised the applicable components of the Master Plan to execute the corrective actions taken by the State Board of Education. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will exit corrective action status. You may refer to other sections of this update as appropriate.

School Improvement

No Child Left Behind Indicator 1.3: The percentage of Title I schools that make Adequate Yearly Progress.

Under No Child Left Behind, local school systems must review the progress of Title I schools primarily to determine if: (1) each school has made adequate yearly progress toward meeting State standards by 2013-2014; and (2) schools have narrowed the achievement gap. In conjunction with the local school system, the State must review the effectiveness of each school's actions and activities that are supported by Title I, Part A funds⁶, including parental involvement and professional development.

In June 2010, MSDE submitted its Race to the Top application (RTTT) to the US Department of Education. As required in the application, school systems with persistently low-performing Tier I, Tier II, or Tier III schools must, as part of their master plan update, provide a plan describing district-level support for improving student performance at the identified schools. The plan must also describe the corresponding resource allocations dedicated to improved performance, aligned with the state's RTTT goals and commitments in the MOU signed by local school systems.

Maryland defines "persistently lowest-achieving Tier I schools" as those Title I schools (elementary school grade levels PreK-5, middle school grade levels 6-8, and combination schools PreK-8) that are the five lowest-achieving (or lowest 5 percent) of all Title I schools in improvement, corrective action, or restructuring in the State. "Persistently lowest-achieving Tier II schools" are those ***Title I-eligible*** secondary schools that are the lowest five percent of all secondary Title I-eligible schools in the State. "Persistently low-achieving Tier III schools are Title I schools in improvement, corrective action, or restructuring not identified as persistently low-achieving in Tier I.

⁵ Section 13A.01.04.08 of the Code of Maryland Regulations.

⁶ This information is included in Attachment 7 of Part II.

Adequate Yearly Progress

Table 5.1 Number and Percentage of All Schools Making Adequate Yearly Progress*															
	Elementary			Middle			High			Special Placement			K-8		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%		#	%		#	%
2003	37	36	97	18	18	100	11	10	91	1	1	100	N/A		
2004	37	37	100	18	16	100	11	11	100	1	1	100	1	1	100
2005	37	37	100	18	18	100	11	10	91	1	1	100	1	1	100
2006	37	37	100	18	16	89	12	12	100	1	1	100	1	0	0
2007	38	35	92	18	12	67	12	12	100	1	1	100	1	1	100
2008	39	37	95	18	15	83	12	12	100	1	1	100	1	1	100
2009	39	38	97	18	17	94	12	12	100	1	1	100	1	0	0
2010	39	37	95	18	14	78							1	1	100

*Table 5.1 amended by the HCPSS to include K-8 school.
 2010 data for high schools not yet available from MSDE.

Table 5.2 Number and Percentage of Title I Schools Making Adequate Yearly Progress												
	Elementary			Middle			High			Special Placement		
	Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP		Total # of Title I Schools	Title I Schools Making AYP	
		#	%		#	%		#	%		#	%
2003	11	10	90.9	N/A			N/A			N/A		
2004	11	11	100	N/A			N/A			N/A		
2005	10	10	100	N/A			N/A			N/A		
2006	9	10	100	N/A			N/A			N/A		
2007	9	8	90	N/A			N/A			N/A		
2008	10	9	90	N/A			N/A			N/A		
2009	10	10	100	N/A			N/A			N/A		
2010	10	10	100	N/A								

2010 data for high schools not yet available from MSDE.

Adequate Yearly Progress (continued)

- 1. Identify the challenges, including those specific to Title I schools, in ensuring that schools make Adequate Yearly Progress. Describe the changes or adjustments, and the corresponding resource allocations, which will be made to ensure sufficient progress. Include timelines where appropriate.**

Challenges for FY11: The Howard County Public School System (HCPSS) is committed to meeting the challenges that threaten achievement of its target goal, which is that all schools will meet Adequate Yearly Progress (AYP). These include the growing heterogeneity of the student population, which necessitates providing additional professional development to train staff in cultural proficiency. The system must also strengthen internal and external communication capabilities to ensure that all stakeholders understand and can contribute to school and system improvement. The HCPSS must provide appropriate professional development opportunities to meet the changing needs of teachers and leaders, to strengthen the school system's ability to collect and analyze data in the support of continuous improvement efforts, and to build leadership capacity. Challenges also include maintaining high quality staffing levels in all schools, meeting the needs of diverse struggling students through differentiation of instruction and materials, ensuring the effective and efficient use of data through both technological solutions and intensive professional development, and attaining increasing AMOs through implementation of research-based initiatives operating at both the school and student level.

As part of its strategic planning efforts for the 2009-2010 school year, the HCPSS identified system- and division-level improvement strategies designed to ultimately impact student achievement at all schools. However, a special focus on supporting improvement efforts at the schools not making AYP remains a priority. The improvement strategies for the 2009-2010 school year are as follows:

- **Leadership:** Build leadership capacity at the school and system levels.
- **Cultural Proficiency:** Provide professional development and support to enable all Howard County Public School System employees to be culturally proficient.
- **Continuous Improvement:** Implement improvement processes to identify efficiencies and increase effectiveness.
- **Communication and Public Engagement:** Increase the capacity of all school system leaders to positively and proactively communicate with, market to, and engage varied internal and external stakeholder groups.
- **Exemplary Instruction:** Provide training and support that enables schools to improve outcomes for students relating to Goals 1 and 2.

Current AYP Status: Two elementary and four middle schools did not make AYP in 2009-2010. The following table lists the schools that did not achieve AYP, identifies the content area and student group(s) in which the school was not able to meet AYP, indicates how close the school was to reaching the confidence interval, and gives the status for the school. None of the schools placed at "Local Attention," "Focus Developing," or "Corrective Action" status is a Title I school.

Adequate Yearly Progress (continued)

School Not Meeting AYP 2009-2010	Content Area Not Meeting AYP	Student Group Not Meeting AYP	AMO Target Percent	Confidence Interval Percent	Percent Proficient	Status
Jeffers Hill ES	Math	FARMS	79.4	63.3	62.5	Local Attention
Veterans ES	Reading	Special Education	81.2	63.3	61.1	Local Attention
Mayfield Woods MS	Reading	FARMS	80.8	72.5	68.5	Local Attention
	Reading	Special Education	80.8	68.1	33.3	
	Math	Special Education	71.4	57.0	42.1	
Murray Hill MS	Math	Special Education	71.4	55.4	55.0	Local Attention
Oakland Mills MS	Reading	Special Education	80.8	63.8	36.6	Corrective Action
	Math	African American	71.4	61.9	59.6	
	Math	FARMS	71.4	61.4	58.4	
Wilde Lake MS	Math	African American	71.4	63.3	50.2	Local Attention
	Math	Special Education	71.4	50.1	36.4	
Patuxent Valley MS	MET AYP in 2010 – Maintains School Improvement Status until it meets AYP for 2 years consecutively					Focus Developing

Over the course of the Bridge to Excellence implementation, efforts have focused on accelerating the achievement of student groups who have not met state or local standards at specific schools and across the system, because the failure of one or more of these groups in meeting standards impacts a school’s ability to make AYP. Despite much success, data indicate that the following student groups must continue to receive priority attention during the upcoming year if they are to continue to successfully achieve AYP:

- Students receiving special education services at the schools that did not make AYP in 2009-2010
- African American, Hispanic, and English Language Learners (ELL) students as well as students receiving Free and Reduced-Price Meals Services (FARMS) in Grades 3-8 who remain below the AMOs in mathematics and/or reading
- Limited English Proficient (LEP) students with beginning levels of English proficiency and interrupted schooling
- African American students who are over-represented in special education at identified schools
- High school students who are at risk of failing the high school assessments.

Each school which did not make AYP in 2009-2010 will receive support targeted to addressing its unique challenges:

Local Attention Status Schools: Two elementary schools and three middle schools are in “Local Attention” status. Local Attention means that the school system will monitor a school’s improvement efforts in the area or areas not meeting state standards. When a school misses an AMO target or does not have the required 95 percent participation in the assessments for the first time, it needs attention from the local school system to make sure the school meets all AMOs and the required participation rate in the future. It is not identified for School Improvement.

Adequate Yearly Progress (continued)

Focus Developing/School Improvement Year I Status School: Patuxent Valley Middle School met AYP in 2009-2010, yet maintains the “Focus Developing” label until it makes AYP for two consecutive years. On the 2009 MSAs, Patuxent Valley Middle School failed to make AYP in both reading and mathematics by the special education services student group. Schools are placed in the Developing Schools stage if they fail to achieve one or more annual performance targets for two consecutive years in the same reported area (i.e., reading, mathematics, or other academic indicator), as is currently the case under existing *No Child Left Behind* (NCLB) rules. A “focused” school has no more than two student groups not making AYP. For this reason, supporting students with disabilities and their achievement on MSA is the priority at Patuxent Valley Middle School. A school identified as School Improvement Year 1 must write a detailed plan to address student achievement problems.

Focus Comprehensive/Corrective Action Status School: Oakland Mills Middle School (OMMS) met AYP in 2008-2009, but failed to make AYP in 2009-2010 in the area of reading with Special Education students and mathematics with African American students and students receiving Free and Reduced-Price Meals Services (FARMS). Oakland Mills Middle School was placed in the Comprehensive Needs Pathway since it failed to achieve the AMO for three or more AYP student groups between reading or mathematics. Local school systems direct all changes for schools in Corrective Action. These changes could include replacing school staff, adopting a new curriculum, decreasing school-level management authority, or extending the school day or school year.

The HCPSS has notified the parents of each child enrolled in a school identified for School Improvement or Corrective Action. The notice included an explanation of what the identification means, the reasons for the identification, what the school is doing to address the problems, and how parents can help.

Support provided in 2010-2011: To meet the needs of students who do not meet the standards and those schools in danger of not making AYP, the HCPSS will continue to provide a continuum of differentiated resources and professional development to all schools with targeted needs.

The following targeted school support will be provided during the 2010-2011 school year:

- Regular school-based support to administrators of schools not making AYP and others at risk of not making AYP
- Inclusion in elementary and middle school professional learning communities that include school-based professional development opportunities, the sharing of best practices, and regular data conversations
- Focus on the components of effective school improvement planning:
 1. Develop a comprehensive needs assessment
 - Review data
 - Identify root causes
 - Create next steps
 2. Clarify schoolwide focused objectives

Adequate Yearly Progress (continued)

3. Design grade level (elementary) or content (secondary) team plans that align with schoolwide objectives
 - Strategic and specific, measurable, aligned and attainable, results-oriented, and time bound (SMART) team objectives
 - Strategies to achieve objectives
 - Evaluation plan
 - Monitoring tool for implementation of each strategy
 4. Align individual teacher evaluation objectives with team objectives and strategies
- Staffing to support successful practices, such as the increased use of mathematics and reading support teachers, reading specialists, in-school alternative education teachers and instructional assistants, and high school teaching positions that focus on in-school intervention for assessed courses
 - Technology support teachers in elementary schools to provide job-embedded professional development on the integration of technology into instruction, as well as to provide additional instructional planning time for elementary school teachers
 - Increased dedicated time of pupil personnel workers assigned to these schools to provide services and supports to individual students who are chronically absent and/or habitually truant
 - Resources, such as the use of problem solving teams, that support safe and nurturing environments (HCPSS Goal 2) as a major factor in accelerating student achievement, based on cultural proficiency; positive behavioral supports; effective problem solving; and school, family, and community partnerships.
 - Professional development on engaging learners for all system leaders
 - Expansion of Epstein’s school-based *Framework of School, Family, and Community Partnerships* to increase the engagement of all families, including the continued use of family and student liaisons, the parent information and leadership development programs, and translation and interpretation services.
 - Continuation of extended learning opportunities including beyond school hours and summer programming.

The following academic and behavioral support for students will be provided during the 2010-2011 school year:

- Specialized reading and mathematics diagnostic programs to identify and support individual student achievement and track progress
- An Academic Intervention Continuum Framework to ensure that all students scoring below grade level in reading and/or mathematics, along with those at risk of failing the high school assessments, are provided with appropriate academic support through quality classroom instruction and moderate or intensive academic intervention programs
- Expanded alternative education programs and group counseling services for alternative education students
- Additional Positive Behavioral Interventions and Support (PBIS) professional development for targeted school staff members with a specific focus on the students who need specific group and individual behavioral supports

Elementary Schools in “Local Attention” status: Curriculum, school administration, professional development, and student services leadership developed a collaborative plan to

Adequate Yearly Progress (continued)

provide additional, focused, and differentiated support to Veterans and Jeffers Hill Elementary Schools, which have been placed in “Local Attention” status for failing to make AYP.

The following targeted school support will be provided during the 2010-2011 school year to elementary schools in Local Attention status:

- Include school-based representatives in decisions relative to the review of and revisions to the school improvement planning process
- Strengthen central office leadership visits to monitor degree of implementation of school improvement plans, discuss needs and resources, and facilitate strategic planning
- Intensify the work of reading and mathematics support teachers, who provide job-embedded professional development to staff at both schools based on the targeted mathematics needs of students at each school
- Include these schools in the Professional Learning Community focused on School Improvement, which includes administrators and instructional leaders from elementary schools which did not make AYP in 2009-2010 and others in danger of not making AYP in the future, in order to:
 - Continually review student achievement through data conversations.
 - Share best practices; e.g., diagnostics, culturally responsive teaching methods.
 - Align and monitor interventions.
- Facilitate the development and implementation of instructional team improvement plans at both schools with a focus on the question, "In what ways can we increase the number of students achieving at the proficient and advanced levels in reading and/or mathematics?"

The following academic and behavioral support for students will be provided during the 2010-2011 school year to elementary schools in Local Attention status:

- Conduct intensive diagnostic data analyses using appropriate assessment tools to pinpoint student academic weaknesses and then measure progress multiple times over the course of the school year
- Identify all students not meeting standards and align interventions to meet the specific needs of each student
- Review student behavioral data to determine linkages with academic data
- Provide extended learning opportunities and interventions during and beyond the school day, week, and year using the computer-based *FASTTMath* program, reading interventions including *Reading Recovery*, *Leveled Literacy Intervention*, and *Soar to Success* after-school math tutoring, and academic intervention summer programs.

Middle Schools in “Local Attention”, “Focus Developing”, and “Corrective Action” Status:

In the five middle schools that are in Local Attention, Focus Developing, or Corrective Action status (Mayfield Woods Middle School, Murray Hill Middle School, Oakland Mills Middle School, Patuxent Valley Middle School, and Wilde Lake Middle School), school improvement strategies will be differentiated based on the needs of each school and according to individual school improvement plans. Specific strategies for middle schools that did not make AYP in reading and/or mathematics are described below:

The following targeted school support will be provided during the 2010-2011 school year to middle schools in Local Attention, Focus Developing, or Corrective Action status:

Adequate Yearly Progress (continued)

- Include school-based representatives in decisions relative to the review of and revisions to the school improvement planning process
- Strengthen central office leadership visits to monitor degree of implementation of school improvement plans, discuss needs and resources, and facilitate strategic planning
- Provide differentiated resources, including additional staffing, to support specific needs, including ESOL, mathematics, reading, and special education support teachers and/or reading specialists
- Intensify the job-embedded professional development to staff based on targeted needs of students and using existing or expanded staff resources, to include:
 - Special education instructional support teachers
 - Mathematics instructional support teachers
 - Additional reading specialists
- Participate in the Professional Learning Community focused on School Improvement, which includes administrators and instructional leaders from middle schools which did not make AYP in 2010 and others in danger of not making AYP in the future, in order to:
 - Continually review student achievement through data conversations
 - Share best practices; e.g., diagnostics, culturally responsive teaching methods
 - Align and monitor interventions
- Facilitate the development and implementation of instructional team improvement plans at these schools with a focus on the question, "In what way can we increase the number of students achieving at the proficient and advanced levels in reading and/or mathematics?"
- Provide professional development and support for special education teachers to implement research based interventions in reading (Strategic Instruction Program – University of Kansas) and mathematics (Above and Beyond)
- Provide professional development and coaching for co-teaching teams of general education and special education teachers.

The following academic and behavioral support for students will be provided during the 2010-2011 school year to middle schools in Local Attention, Focus Developing, or Corrective Action status:

- Conduct intensive diagnostic data analyses using appropriate assessment tools to pinpoint student academic weaknesses and then measure progress multiple times over the course of the school year
- Identify all students not meeting standards and align interventions to meet the specific needs of each student
- Review student behavioral data to determine linkages with academic data
- Provide extended learning opportunities and interventions during and beyond the school day, week, and year using *Odyssey Mathematics*, *Moving with Math*, and *First in Mathematics*; Reading interventions will include *SpellRead*, *Megawords*, *Read 180*, *Study Island Reading Advantage*, and *Soar to Success*

Special Education: The most significant challenge in moving schools toward making AYP continues to be the need to intensify and accelerate instructional programming for students with disabilities in order for them to meet or exceed academic achievement outcomes. In response, a number of special education strategies have been implemented through collaborative efforts of

Adequate Yearly Progress (continued)

the HCPSS curriculum and special education departments and will be expanded over the course of the 2010-2011 school year to support schools that did not make AYP or were at risk of not making AYP due to the performance of the special education student group. These strategies include the Designing Quality Inclusive Education (DQIE) initiative, site based professional development focused on engaging instructional practices, co-teaching, data conversations, and collaborative planning. Data conversations will engage school based staff in utilizing tools offered by the new HCPSS data management system.

Positive trends on reading and mathematics MSA/HSA performance by special education students have been correlated with increased access to general education classroom instruction, highlighting the need for the provision of services in an inclusive environment, to the maximum extent appropriate. A seven-year systemwide project, DQIE has provided professional development, materials, and funds to support high quality inclusive strategies promoting the collaboration of general education and special education teachers through co-planning and co-teaching. The DQIE support has led to increased differentiation and intensification of instructional interventions for students with disabilities educated in co-taught classrooms. During the 2008-2009 school year, the DQIE project provided targeted support to eight elementary schools with the greatest need for improvement by the special education student group, based on 2008 MSA data. Performance data from the 2009 MSA indicates that schools receiving DQIE support demonstrated increases of 14.6 percentage points in reading and 11 percentage points in mathematics as compared to increases of 4.5 percentage points in reading and 3.4 percentage points in mathematics for the elementary special education student group overall. Results from the 2003-2010 Reading and Mathematics MSAs show evidence of positive trends in the performance of the special education student group. In 2003, 47 percent of elementary students with disabilities scored proficient or advanced on the Reading MSA, as compared to 63.8 percent in 2010, representing a 16.8 percent increase. In 2003, 44.3 percent of elementary students with disabilities scored proficient or advanced on the Mathematics MSA, as compared to 63.6 percent in 2010, representing a 19.3 percent increase. Targeted schools will receive support through system initiatives such as DQIE during the 2010-2011 school year, in an effort to continue improving the performance of students with disabilities.

In 2007-2008, special education instructional support teachers were added to ten middle schools, including all of the schools that did not make AYP at the middle school level. These teachers provided professional development to all staff members working with students with disabilities. This action was based on an analysis of 2007 MSA data, with particular attention to improving outcomes for student groups in middle schools. Monthly professional development meetings co-planned by the special education and curriculum offices provided an opportunity for special education instructional support teachers to work with math instructional support teachers and co-teaching teams from the ten middle schools. The professional development focused on improved performance in co-taught classes and was reinforced through ongoing support and coaching by instructional support teachers at schools. During the 2008-2009 school year, the role of the middle school special education instructional support teachers was expanded to support content teachers' understanding of special education strategies, to promote differentiated instruction within co-taught classrooms, and to provide additional reading and mathematics interventions during the school day. The impact of these efforts contributed to increases of 12 percentage points in mathematics and 18 percentage points in reading by the special education student

Adequate Yearly Progress (continued)

groups in participating schools based on 2009 MSA data. An AYP grant awarded by MSDE for the 2009-2010 school year supported the continuation of these professional development efforts to middle schools that did not make AYP or made AYP by safe harbor.

During the 2008-2009 school year, elementary schools adopted a consistent and effective data collection process for students with Individual Education Programs (IEPs). The Individual Student Data Profiles/Data Collection Notebooks facilitated the ongoing monitoring of student performance in response to reading and mathematics interventions. The effective use of student data analysis allowed for better alignment and adjustment of interventions. This process contributed to an increase of 4.5 percentage points on MSA reading performance and an increase of 3.4 percentage points on MSA mathematics performance by special education students over the past year. The continued and more efficient implementation of this strategy using newly developed system data management tools is expected to promote improved performance of special education students during 2010-2011.

African American Student and Family Outreach: The primary role of the Black Student Achievement Program (BSAP) is to provide academic support for students who need extra help within the school environment. BSAP uses student performance data and other academic indicators to monitor the achievement of African American students to develop programs for students and families. These family involvement programs include the Village Empowerment Seminars which focus on leadership building, MSA Celebrations, and workshops on supporting student learning at home. The academic mentor (at the elementary level) or academic transition assistant (at the secondary level), in consultation with the teachers, math/reading support staff, and administrators, targets students who are not achieving or are at-risk of not achieving the State's challenging academic standards because specific learning behaviors are impacting their achievement. Twelve elementary schools, four middle schools, and one K-8 school are currently being served. Each of the twelve high schools has access to a secondary transition assistant. Both Oakland Mills and Wilde Lake Middle Schools have BSAP transition assistants.

The goal of the BSAP academic mentors and the BSAP academic transition assistants is to help students in developing a clear sense of self as a student and scholar, recognizing and developing school success skills, and developing long- and short-term goals. This is accomplished by teaching the student to connect content with his/her career goal aspirations. The BSAP academic mentors and the BSAP academic transition assistants also provide strategies to accelerate success in curriculum mastery in mathematics and/or reading by:

- Focusing students on the on or above-grade-level objectives
- Informing students of their current level of performance
- Identifying long range career goals
- Planning strategies for college and career development
- Reviewing samples of exemplary work with students
- Showing students how to analyze exemplary work
- Showing students how to use the analyses of exemplary work to create, improve, and revise their own work.

To support AYP attainment in identified schools, the BSAP academic mentors and the BSAP academic transition assistants, in collaboration with team leaders, reading/mathematics support

Adequate Yearly Progress (continued)

staff, and administration, will:

- Target African American students who are performing below grade level in reading and/or mathematics.
- Target African American students whose grades show a discrepancy with actual classroom performance.
- Review the previous year's interventions, report card grades, assessments, and MSA scores.
- Update and/or implement interventions/strategies for targeted students.
- Place students as a priority on the formal caseload of academic mentors/transition assistants.
- Support the BSAP Saturday Mathematics Academy (SMA). The BSAP-SMA is designed to accelerate academic achievement in mathematics. Highly qualified teachers tutor and mentor students that are on, above, or below grade level in mathematics. Students are registered based on interest. The BSAP-SMA teachers assist/mentor students with the identified goals individually or in small groups. Parents of Saturday Math Academy students participate in a variety of Parent Information sessions aimed at building each participant's capacity to support their children with math homework. The HCPSS supports the BSAP-SMA in the following ways:
 - Inform targeted students' parents about the BSAP Saturday Math Academy (SMA)
 - Share interventions/strategies with SMA teachers
 - Communicate with BSAP-SMA staff regularly regarding academic progress and attendance

Students receiving Free and Reduced-Price Meals Services (FARMS): Over the past three years, the HCPSS has been focused on the achievement of students receiving free and reduced-price meals. There are a disproportionate number of students participating in Academic Intervention Programs who also receive FARMS. The HCPSS's ten Title I elementary schools receive many supplemental resources in the form of additional staffing, professional development, family involvement funds, and other instructional resources. To address the needs of students receiving FARMS at non-Title I schools, the HCPSS will apply many of the lessons learned from the Education Trust's research and the HCPSS's Title I schools to these other schools. The HCPSS will emphasize what schools can do (not what they cannot control), focus on teaching and learning, set high expectations for all students, challenge students with a rigorous curriculum, maximize instructional time, build school leaders, and value excellent teachers.

Additionally, Oakland Mills and Mayfield Woods Middle Schools currently receive 21st Century Learning Community (Bridges) grant funds for beyond the school day programs. The Office of Academic Intervention and Title I Programs, which also oversees the Bridges grants, will leverage Bridges resources to address the needs of economically disadvantaged students through targeted after-school programming.

Hispanic Student and Family Outreach: The purpose of the Hispanic Achievement Program is to assist the Howard County Public School System in its efforts to accelerate the academic achievement of Hispanic students. The Office of Hispanic Student Achievement provides the following support:

Adequate Yearly Progress (continued)

- Advocacy and analysis of assessment data at the central office and school level, in order to identify trends and successful approaches that can be duplicated
- Schoolwide and school-based professional development
- Hispanic Achievement Institute on research-based best practices for Hispanic students
- Hispanic youth clubs at secondary schools to promote a positive ethnic identity and higher education
- Spanish language TV program on educational issues, in collaboration with the HCPSS Cable TV and Video Production Office, targeting Spanish speaking parents
- Parent programs offered in Spanish including a Parent Academy, a Middle School Orientation, follow-up sessions for Parent Academy graduates focusing on the first four areas of the Epstein framework of parental involvement: parenting, communication, volunteering and at home learning

There are twelve Hispanic achievement liaisons placed in fifteen schools based on the number of Hispanic students and the academic needs of the students (four high schools, two middle schools, eight elementary schools, and one K–8). Their main responsibilities include:

- Collaboration with school staff to accelerate the achievement of Hispanic students, especially as it pertains to attendance and appropriate placement
- Advocacy and education of the staff regarding the realities of Hispanic students and their families
- Facilitation of parental involvement
- Collaboration with community agencies to better serve Hispanic students and their families
- Special emphasis at the high school level to engage students who are at risk of dropping out and to monitor graduation requirements

The HCPSS is very pleased that Hispanic students made AYP at all of its schools, but will continue to monitor and assist their progress, particularly in schools such as Cradlerock School, where these students have underperformed in the past.

English Language Learners: The instructional program for students with limited English proficiency will continue to be content-based with English language acquisition integrated with science, social studies, language arts, health, and mathematics objectives. Professional development for ESOL and content classroom teachers will emphasize the enhancement of collaborative efforts and best practices in the field to promote high expectations and the academic achievement of the English Language Learners.

Furthermore, educational outreach programs will be provided to parents on topics including strategies for supporting their children academically, English language development and instruction, and information about the school system. The Office of International Student and Family Services provides family engagement programs including the International Parent Leadership Program, school-based International Achievement Liaisons, the International Student Registration Center, interpretation and translation services for schools and central documents, and the call center for Korean and Spanish families.

Adequate Yearly Progress (continued)

While the Howard County Public School System is very pleased that the students with limited English proficiency made AYP in the 2009-2010 school year, it will continue to provide the student group with focused attention and support.

Cultural Proficiency: The HCPSS is providing differentiated professional development support to schools to increase the cultural proficiency of all staff members. (See also "Cross-Cutting Themes – Education that is Multicultural"). The HCPSS will provide relevant cultural proficiency professional development as follows:

- Formulation of a school leadership team dedicated to cultural proficiency
- Professional development related to the cultural proficiency goals
- Allocation of resources to support cultural proficiency goals in support of Goal 2.

This type of professional development is school-driven and responsive to the particular needs of each school.

The HCPSS is committed to educating students within an environment of culturally responsive and responsible practice and policy. There is a systemwide understanding of the importance of cultural proficiency.

Resource Allocations: The FY11 budget will support ESEA Goal 1 for schools in making AYP to include the following:

- Retaining 17 secondary mathematics instructional support teachers (\$1,288,850) and 16 elementary mathematics support teachers (\$1,176,670).
- Retaining 102.8 teachers in English for Speakers of Other Languages (ESOL) to support increased enrollment (also supports ESEA Goals 2 and 5) (\$6,790,710).
- Maintaining 45.5 paraeducators in the English for Speakers of Other Languages (ESOL) Program; also supports ESEA Goals 2 and 5 (estimated \$1,201,030).
- Maintaining 2.0 ESOL Resource Teachers to provide professional development and resources to schools throughout the system from the operating budget and Title III federal grant funds; also supports ESEA Goals 2 and 5 (\$147,870).
- Retaining 13 bilingual liaisons in the International Student Services Program to serve LEP students and their families and retaining 4 bilingual liaisons in the Title III federal grant funds; also supports ESEA Goals 2 and 5 (\$695,470).
- Retaining 16 reading support teachers (\$1,176,670).
- Retaining 38 differentiated staffing positions to provide targeted support for schools that have a higher number of students performing below grade level (also supports ESEA Goal 5) (\$2,571,300).
- Adding 0.5 elementary Reading Specialist to support enrollment growth (\$27,500).
- Retaining 1.0 cultural proficiency coordinator to support the school system's ongoing cultural proficiency initiative (also supports ESEA Goal 3) (\$101,670).
- Retaining 35.0 occupational therapists (also supports ESEA Goal 5) (\$2,565,850).
- Retaining 10 special education support teacher(s) to provide instructional interventions, implement co-teaching practices, and accelerate mathematics and reading performance (also supports ESEA Goal 5) (\$729,500).

Adequate Yearly Progress (continued)

- Retaining over 200 contracted teachers for extended-year services at Academic Intervention sites (also supports ESEA Goal 5) (\$715,160).
- Retaining 1.0 LDHD Facilitator for programs and services that support students with learning disabilities/attention deficit hyperactivity disorder (also supports ESEA Goal 5) (\$117,530).
- Adding 1.0 teacher to support elementary gifted and talented program growth (\$55,000).
- Adding 2.0 teachers and 1.5 paraeducator to support growth of the Kindergarten/Prekindergarten program (\$143,000).
- Retaining funds for registrations for Maryland State Department of Education (MSDE) online courses in Language Arts, Math, Science, and Social Studies (also supports ESEA Goal 5) (\$12,000).
- Retaining 1.0 teacher, 2.0 paraeducators and 2.0 student assistants for an elementary primary learner class for students with Autism. (\$180,650).
- Retaining elementary after-school mathematics tutoring at 16 schools (\$110,000) and summer academic intervention programs for students below grade level in reading an/or math for 20 schools.(\$331,320).
- Retaining evening school and summer school to provide an intervention program for HSAs (also supports ESEA Goal 5) (\$72,220).
- Maintaining funds for fees and presentation materials for students participating in programs, competitions and research and intern/mentor programs. (\$10,000).
- Adding 1.0 assistant principal for enrollment growth, supports ESEA Goal 5 (\$98,100)

*Because resource allocations cannot always be delineated by school levels, all Goal 1 resource allocations are included on the list.

Adequate Yearly Progress (continued)

B. Based on the Examination of Schools in Improvement Data (Tables 5.3 and 5.4):

Table 5.3: Number of All Schools in Improvement														
	2005-2006 Level of Improvement						Exiting in 2005	2006-2007 Level of Improvement						Exiting in 2006
	(based on 2005 AYP)							(based on 2006 AYP)						
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation			Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
High Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	
	2007-2008 Level of Improvement						Exiting in 2007	2008-2009 Level of Improvement						Exiting in 2008
	(based on 2007 AYP)							(based on 2008 AYP)						
	Developing Needs			Priority Needs				Developing Needs			Priority Needs			
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation			Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Middle Schools	2	0	0	0	0	0	1	1	0	0	0	0	0	
High Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	2	0	0	0	0	0	1	1	0	0	0	0	0	
	2009-2010 Level of Improvement						Exiting in 2009	2010-2011 Level of Improvement						Exiting in 2010
	(based on 2009 AYP)							(based on 2010 AYP)						
	Developing Needs			Priority Needs				Developing Needs			Priority Needs			
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation			Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Middle Schools	1	1	0	0	0	1	1	0	1	0	0	0	0	
High Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	1	1	0	0	0	1	1	0	1	0	0	0	0	

Adequate Yearly Progress (continued)

Table 5.4: Number of Title I Schools in Improvement														
	2005-2006 Level of Improvement (based on 2005 AYP)						Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)						Exiting in 2006
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	Year 1		Year 2	CA	Restructuring Planning	Restructuring Implementation			
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
High Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	
	2007-2008 Level of Improvement (based on 2007 AYP)						Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)						Exiting in 2008
	Developing Needs			Priority Needs				Developing Needs			Priority Needs			
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	Year 1		Year 2	CA	Restructuring Planning	Restructuring Implementation			
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
High Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	
	2009-2010 Level of Improvement (based on 2009 AYP)						Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)						Exiting in 2010
	Developing Needs			Priority Needs				Developing Needs			Priority Needs			
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	Year 1		Year 2	CA	Restructuring Planning	Restructuring Implementation			
Elementary Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Middle Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
High Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Special Placement Schools	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	

1. Describe the actions that the school system is taking including the changes or adjustments, and the corresponding resource allocations to ensure that the No Child Left Behind and Title I requirements for schools identified for Developing Needs (Improvement-Year 1; Improvement-Year 2; and Corrective Action) and Priority Needs (Restructuring-Planning and Restructuring-Implementation) are being addressed (Tier III schools).

Describe actions that the school system took during the 2009-2010 school year.

During the 2009-2010 school year, the HCPSS continued many of the initiatives started during the previous year. The HCPSS encouraged principals to collaborate with school improvement teams to identify a schoolwide improvement strategy.

Adequate Yearly Progress (continued)

Using the established Professional Learning Communities framework, school-based and central office staff continued to collaborate to ensure that every class in identified schools focused on improving instruction for every learner. School teams developed action plans to implement high impact initiatives, including the enhancement of existing or the creation of new professional learning communities composed of school instructional staff members. Content coordinators assisted Instructional Team Leaders with the development of action plans and the provision of resources to support implementation. All instructional leaders (central office and school-based) and Instructional Team Leaders agreed on what constitutes the essential features of instruction within the HCPSS (e.g., teachers are aware of the needs of all students in the classroom, instruction addresses the needs of different students, teacher assesses student attainment of lesson objectives). Teachers were provided support to ensure these essential elements exist in all classrooms. While this strategy focused immediately on schools that were in “Focus Developing” status (Oakland Mills Middle School and Patuxent Valley Middle School), its scope was broadened through the School Improvement Professional Learning Communities to include all schools that did not make AYP in 2009 (Patuxent Valley Middle School, Cradlerock School, and Bollman Bridge Elementary,) and other schools that were in danger of not making AYP in the future. The HCPSS is pleased to report Cradlerock, Bollman Bridge and Patuxent Valley made AYP in 2010.

The HCPSS Professional Learning Communities for School Improvement began the 2009-2010 school year by focusing on the Integrated Approach to Student Achievement. Over the course of the year, principals at these schools worked with Central Office staff to customize and refine the approach. Their work led to the development of refined expectations for how instructional staff members need to work to best serve the needs of all students in the schools. While two schools will continue to implement the Integrated Approach to Student Achievement, this year the schools that are part of the Professional Learning Communities will focus on leadership for school improvement. HCPSS has identified that focused school improvement planning and monitoring yielded the greatest impact on MSA success.

While Oakland Mills Middle School did not meet AYP for three years in a row (2006, 2007, 2008), it made AYP in 2009. While this growth indicates that the strategies used in 2008-2009 worked, not enough progress was made on the Reading MSA to exit School Improvement. As a result, the strategies described in Question 1 were continued or enhanced during 2009-2010 as shown below.

Targeted school support included:

- Intensive collaboration between central office leadership and school-based administration and staff, including central office leadership visits to the school to monitor the degree of implementation of the school improvement plan, discuss needs and resources, and facilitate strategic planning
- Inclusion of school-based representatives in the review and revision of the school improvement plans
- Implementation of cascading improvement plans for teams, departments, and individual teachers
- Maximized effective use of the two school reading specialists
- Just-in-time professional development upon request by the principal

Adequate Yearly Progress (continued)

- Planned professional development through the focused use of specialized staffing resources such as:
 - Special education instructional support teachers
 - Mathematics instructional support teachers
 - Reading specialists.
- Intensive support for cultural proficiency training
- Provision of additional leadership development for Instructional Team Leaders
- Continued involvement in the School Improvement Professional Learning Communities.

Targeted academic and behavioral support to students included:

- Revision of the school schedule to manually schedule students who perform below grade level in reading and/or mathematics
- Use of assessments to inform instruction of students performing below grade level in reading and mathematics
- Schoolwide integration of reading into the content areas
- Provision of direct support by Department of Special Education staff (professional development/planning time) for school staff responsible for special education students assessed by Alt-MSA and Mod-MSA
- Professional development and support for special education teachers to implement research based interventions in reading (Strategic Instruction Program- University of Kansas) and mathematics (Above and Beyond)
- Professional development and coaching for co-teaching teams of general education and special education teachers.

Describe the actions that the school system will take once school improvement status is determined for the 2010-2011 school year.

Oakland Mills Middle School met AYP in 2008-2009, but failed to make AYP in 2009-2010 in the area of Reading with Special Education students and Mathematics with African American students and students receiving Free and Reduced-Price Meals Services (FARMS). Under the federal law No Child Left Behind, schools in their third year of not making adequate yearly progress (AYP) must take at least one corrective action. The Howard County Public School System plans to decrease management authority at the school level. A committee has been formed to meet regularly to support the needs of the school. This group includes the Chief Academic Officer, the Executive Director of Secondary Curriculum, a Director of School Administration, the Principal on Special Assignment, and other key support staff. The HCPSS central office staff members are working closely with Oakland Mills Middle School to conduct the Teacher Capacity Needs Assessment and to look carefully at the data derived from the Comprehensive Needs Assessment and Climate Survey to make the best decisions for the school improvement plan. The Comprehensive Needs Assessment will identify trends noted in the analysis of multi-year data in the following School Improvement Data Sets: Student Demographics/School Information; Staff Profile; Student Achievement; Instruction – Serving All Students; School Organizational Structure; and Other Relevant Data. Under Differentiated Accountability, schools in improvement are asked to complete and initiate appropriate strategies based on the results of a climate survey. The Teacher Capacity Needs Assessment process will create a summary of the root causes, data sources, and proposed reforms deemed to be most

Adequate Yearly Progress (continued)

impactful to student achievement. The HCPSS will take a systematic approach to involving parents in the process, starting with a letter to inform parents of the school's status and including a series of parent meetings.

Patuxent Valley Middle School will continue to be closely monitored by the HCPSS and the school improvement plan will be monitored by the HCPSS and may be evaluated by MSDE. The HCPSS will continue to enhance the differentiated staffing, resources, and attention given to this school to support its improvement efforts.

During the 2010-2011 school year, the school system will continue to implement the strategies which were successful during the 2009-2010 school year outlined above. These include, but are not limited to:

- Collaboration between school-based and central office within the Professional Learning Communities framework to ensure that every class in identified schools focuses on improving instruction for every learner
- Monitoring the degree of implementation of the school improvement plan by central office leadership
- Maximizing effective use of school's reading specialists
- Provision of just-in-time professional development upon request of the principals
- Providing intensive support for cultural proficiency training
- Use of assessments to inform instruction of students performing below grade level in reading and mathematics
- Provision of professional development on the focused use of specialized staffing resources; e.g., special education instructional support teachers, mathematics instructional support teachers, and reading specialists
- Identifying and preparing special education students for Alt-MSAs and Mod-MSA
- Provide intensive progressive assessment for co-teachers in specialized reading and mathematics instruction

C. Based on your review of "persistently low-performing Tier I and Tier II schools" in your system (affected school systems only):

1. Describe the system's plan for improving student performance at the identified schools, including the programs, practices, and strategies, and corresponding allocations that will be used. Refer to relevant portions of your School Improvement Grant (SIG) application if applicable and as appropriate.

The Howard County Public School System does not have any "persistently low-performing Tier I or Tier II schools".

II.D.iv Attendance Rates

Attendance rates are an additional measure used in Maryland's Adequate Yearly Progress calculations.

Based on the Examination of the Attendance Data (Table 5.5):

Table 5.5: Attendance Rates									
Annual Measurable Objective (AMO):		94%	94%	94%	94%	94%	94%	94%	90%
Subgroups by Level		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
All students	Elementary	96.3	96.2	96.1	96.2	96.4	96.3	96.4	96.3
	Middle	95.4	95.4	95.7	95.8	95.8	96	96.0	96.0
	High	94.6	94.3	94.4	94.5	94.5	95	95.2	95.0
African American	Elementary	96.1	96	96.3	96.3	96.2	96.2	96.2	96.1
	Middle	94.6	94.5	95.3	95.4	95.3	95.5	95.4	95.5
	High	93.4	92.9	93.2	93.3	93.6	94.2	94.1	94.2
American Indian/Alaskan Native	Elementary	95.8	95.6	95.4	95.6	96.4	94.5	95.1	94.2
	Middle	93.1	94.2	94.3	95.1	95.6	95.4	95.7	94.9
	High	94.1	92.1	91.5	93.4	91.3	93.3	94.8	93.2
Asian/Pacific Islander	Elementary	97.3	97.1	97	97	97.2	97.1	97.1	96.9
	Middle	97.5	97.3	97.6	97.7	97.7	97.6	97.4	97.3
	High	96.4	96	96.3	96.1	96.2	96.4	95.2	96.5
Hispanic	Elementary	95.9	95.7	95.4	95.6	95.6	95.8	95.9	95.7
	Middle	94.7	94.6	95	95.2	94.6	95.2	95.6	95.6
	High	93.5	93	93.5	93	92.9	93.4	93.7	93.6
White (Not of Hispanic Origin)	Elementary	96.2	96.1	96	96	96.3	96.3	96.3	96.2
	Middle	95.3	95.4	95.6	95.6	95.7	95.9	95.9	95.8
	High	94.6	94.4	94.5	94.5	94.5	95.2	95.3	95.1
Free & Reduced-Price Meals (FARMS)	Elementary	94.5	94.5	95	95	95	95.1	95.2	95.1
	Middle	92.7	92.4	93.3	93.5	93.6	94.1	93.9	94.2
	High	91.1	90.2	91.1	91	91.8	92.3	92.0	92.8
Limited English Proficient (LEP)	Elementary	97.1	96.7	0	96.6	96.5	96.6	96.7	96.3
	Middle	96.8	96	0	96.8	96.9	96.9	97.0	96.8
	High	95.4	94.2	0	94.9	95.1	94.8	95.7	94.5
Special Education	Elementary	95.4	95.3	95.2	95.2	95.3	95.4	95.2	95.2
	Middle	93.4	93.2	94	94.3	93.8	94.2	94.2	94.0
	High	91.4	91.9	91.4	91.7	91.9	92.7	92.9	92.6

Attendance Rates (continued)

1. Describe where progress in increasing attendance rates is evident. In your response, identify progress in terms of grade band(s) and subgroups.

Overall attendance for ALL elementary, middle and high schools was at 95 percent or above.

- Of the 39 elementary schools, 20 had overall attendance rates of 96 percent or above; and 17 had overall attendance rates of 94 percent or above
- ALL elementary schools had attendance rates at 94 percent or above for male, female, African American, Asian, and white students
- Of the 18 middle schools, eight had attendance rates of 96 percent or above; and nine had overall attendance rates of 94 percent or above
- ALL middle schools had attendance rates at 94 percent or above for male, female, Asian, African American, and white students
- Of the 12 high schools, four had overall attendance rates of 95 percent or above with six high schools having over 94 percent attendance rates.
- ALL high schools had attendance rates of 94 percent or above for male, female, Asian, white students

The overall number of habitual truants continues to decrease from 125 (total for 2008-2009) to 119 (total for 2009-2010). While the number of habitual truants at the elementary level increased from 8 (total for 2008-2009) to 12 (total for 2009-2010), the number of habitual truants at the middle and high school decreased from a total of 86 (total for 2008-2009) to 76 (2009-2010).

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.

One of the Howard County Public School System's strategic goals addresses providing a safe and nurturing environment that values diversity and commonality – Goal 2. One of the Goal 2 Bridge to Excellence objectives for both elementary and secondary schools is that all schools and student groups will have a minimum attendance rate of 94 percent or 96 percent for students in all student groups. The HCPSS attendance standard remains at 94 percent despite the additional challenges this year with the H1N1 flu and several blizzards (which have not typically occurred in Maryland).

School Improvement Teams utilize the Goal 2 School Improvement Plan template, which was designed to use as the teams develop objectives and strategies, based on their attendance data, to meet outcomes related to attendance. The attendance section of this template is pre-populated with the overall and student group attendance data for each school. Student Services and Alternative Education teams are required to develop Coordinated Student Services/Alternative Education objectives, many of which focus on improving attendance. In addition, many schools are concentrating their efforts on reducing the numbers of students who are chronically tardy. Available by the end of August 2010, the new student management system, Aspen, allows all schools and staff the capability of running reports to track the number of tardies. It is anticipated that school teams will be able to more accurately track and monitor data of students who are chronically tardy which will allow them to develop more focused and targeted interventions to address this issue. Attendance teams provide differentiated support to groups of students and

Attendance Rates (continued)

individual students including case management and attendance intervention plans for students with chronic attendance issues.

During the 2009-2010 school year, students who transitioned to 9th grade and had a low attendance rate were identified as being at-risk for dropping out of school. Individual and/or group support was provided for these students and after one semester in 9th grade their average attendance was 94 percent or greater. For the 2010-2011 school year, students transitioning to 6th and 9th grades who have low attendance as a risk factor have been identified and will be provided the same type of support.

Attendance is also supported through the Positive Behavior Interventions and Supports (PBIS) initiative and other behavioral support programs. Students are acknowledged for improved and exemplary attendance (96 percent and above) and schools set aside time to celebrate students who have improved attendance. Other programs remain in place to encourage regular attendance and support students at risk for dropping out of school. These include Maryland's Tomorrow, Evening School, In-School Alternative Education Programs, Academic Intervention Programs, the Black and Hispanic Student Achievement Programs, Career Academies, and the Teen Parenting Program.

Resource Allocations: Major resource allocations from both restricted (e.g., McKinney Vento Homeless Program grant) and unrestricted funds supported the strategies most related to progress for attendance. Expenditures from the FY11 operating budget that supported attendance initiatives included staffing/benefits and totaled \$103,000.

3. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

Our challenges continue to be with some of our student groups falling below the attendance rate of 94 percent. In several schools, across all levels, students receiving free and reduced-price meals and students receiving special education services are below the satisfactory standard. At the high school level, the challenge is also with our Hispanic and Limited English Proficient students falling below the 94 percent satisfactory rate.

4. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

Changes or adjustments to support increased attendance include the following activities:

- Data will continue to be reviewed and analyzed to determine if attendance issues are the result of students being harassed, intimidated, bullied or cyberbullied.
- The HCPSS Goal 2 indicator related to attendance will remain a focus, and will be addressed in school improvement plans.
- Student Services and Alternative Education staff at each school will be required to develop at least one coordinated objective (based on data) that targets attendance for

Attendance Rates (continued)

student groups falling below the 94 percent standard.

- The new student management system, Aspen, will be available and will be utilized at all levels to track students who are chronically tardy and interventions will be put in place to address this issue.
- Attendance teams will closely monitor individual students and student groups not meeting satisfactory attendance standards, and will subsequently develop, implement, and regularly evaluate targeted interventions.
- Case managers in schools will implement plans to intervene and support students with attendance problems.
- Focused attention will be paid on rising 6th and 9th grade students who have exhibited low attendance and other risk factors associated with dropping out of school. Students in the Class of 2013 who were identified last year will continue to be tracked.
- Schools will continue to celebrate successes of students who have satisfactory and exemplary attendance.

Resource Allocations: Increases to the FY11 budget to support improved attendance include the following:

- Adding 0.5 counselor for enrollment growth (\$27,500)

I.D.v Graduation Rates and Dropout Rates

No Child Left Behind Goal 5: All students will graduate from high school

No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.

No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Graduation rate is an additional measure used in Maryland’s Adequate Yearly Progress calculations.

Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):

Table 5.6: Percentage of Students Graduating From High School*								
Annual Measurable Objective (AMO):	80.99%	80.99%	83.24%	83.24%	83.24%	85.50%	85.50%	85.50%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
All students (Counts toward AYP)	92.95	93.14	93.80	94.11	94.79	94.87	93.64	94.31
African American	87.70	88.14	89.73	90.00	91.79	91.81	89.68	90.57
American Indian/Alaskan Native	0.00	100.00	100.00	100.00	100.00	100.00	71.43	62.50
Asian/Pacific Islander	96.08	97.12	94.81	96.44	97.19	97.80	96.90	96.76
Hispanic	89.87	87.18	88.68	87.10	85.93	89.29	83.96	83.48
White (Not of Hispanic Origin)	93.91	93.94	94.85	95.16	95.61	95.51	95.04	96.21
Free & Reduced-Price Meals (FARMS)	79.72	80.37	85.71	84.34	88.18	90.12	89.71	91.83
Limited English Proficient (LEP)	93.18	80.00	90.00	58.33	80.00	79.31	57.58	75.00
Special Education	91.60	88.89	76.47	91.34	94.34	90.53	83.94	88.13
Female	94.66	95.21	95.75	95.77	96.05	95.72	95.44	94.75
Male	91.24	91.19	91.89	92.47	93.60	94.03	91.89	93.87

Table 5.7: Percentage of Students Dropping Out of School*								
State satisfactory standard:	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.54%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
All students	1.01	1.46	1.44	1.43	1.23	1.40	1.39	1.34
African American	1.20	2.76	2.29	2.09	1.73	1.79	2.31	2.02
American Indian/Alaskan Native	0.00	0.00	0.00	0.00	0.00	7.14	0.00	0.00
Asian/Pacific Islander	0.30	1.15	1.08	0.61	0.63	0.78	0.83	0.70
Hispanic	2.17	3.35	2.36	3.13	4.64	4.52	4.03	4.03
White (Not of Hispanic Origin)	1.04	1.05	1.20	1.29	0.90	1.12	0.92	0.96
Free & Reduced-Price Meals (FARMS)	0.81	3.97	2.92	3.56	1.11	1.40	3.08	3.36
Limited English Proficient (LEP)	1.39	4.41	0.00	2.60	4.56	6.18	4.80	6.37
Special Education	0.00	1.74	0.50	2.66	2.04	2.24	2.36	3.35
Female	0.75	0.10	1.21	1.19	0.79	1.15	1.13	1.19
Male	1.27	1.93	1.66	1.67	1.64	1.64	1.63	1.47

Graduation Rates and Dropout Rates (continued)

1. Describe where progress in moving toward the graduation/dropout target is evident. In your response, identify progress in terms of subgroups.

The Howard County Public School System (HCPSS) continues to report very low rates of students dropping out of school with an overall rate of 1.34 percent. Data from MSDE show that dropout rates for most groups have remained consistently below the 3.54 percent standard for a satisfactory rating. After a large increase in this rate for students receiving Free and Reduced-price Meal Services (FARMS) between the 2007-2008 and the 2008-2009 school years, the HCPSS committed for the 2009-2010 school year to a focus on improving the performance of these students. This effort resulted in only a slight increase in the number of students receiving free and reduced-price meal services dropping out of school, from 3.08 percent to 3.36 percent. The number of Limited English Proficient (LEP) students who drop out of school increased in 2009-2010 from 4.80 percent to 6.37 percent. The dropout rate for English Language Learners (ELL) continued to exceed the state standard of 3.54 percent. The most likely reason for our ELL exceeding the state standard for dropout rate is the increasing number of these students who enroll in the HCPSS after an interruption in their education in their home country. There are currently 109 ELL who are 18 or older. Many of these students arrive with few or no high school credits and “age out” before they can meet graduation requirements.

2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress.

A credit-recovery program, originally implemented during the 2006-2007 school year at the Homewood Center, was expanded in 2008-2009 so that the number of student workstations doubled. In 2009-2010 the credit recovery program was implemented as a regular part of our evening school program. This provided access to credit recovery opportunities for all high school students in the HCPSS. Approximately 20 students took advantage of this opportunity through the evening school program. Previously, it was only available to students attending the Homewood Center.

The Evening School program will continue its expansion in 2010-2011 to make a broader range of original credit and credit recovery courses available to our students. Some students taking advantage of these evening classes have dropped out of school and returned to the evening program to take the few remaining courses needed to earn their high school diplomas. Other students use the program to take an extra course not available during a daytime schedule. Still others enroll in the evening program when they find that a typical school environment cannot provide the personalized learning environment they prefer.

School counselors have been active in identifying students for specialized after-school intervention programs. These programs have been designed to address student needs for academic support.

The Reinstatement and Enrollment Committee (REC) was formed in 2006-2007 with the purpose of reviewing the needs of all students 18 years of age and older who dropped out of school and then requested re-enrollment. The REC explores all available academic options for these students and makes recommendations for their school placement to optimize their chances for success.

Graduation Rates and Dropout Rates (continued)

In 2009-2010, a partnership was formed between the Homewood Center and the career academies at the Applied Research Lab. The purpose of this partnership was to expand educational options for students and to develop an alternate pathway for students at the Homewood Center to enroll and participate in Applications and Research Lab (ARL) career academies. In 2009-2010 approximately 15 students participated in the orientation and exploratory phases of the program. During the 2010-2011 school year as many as 6 Homewood students will participate in one of the ARL career academies and 30-45 students will participate in the orientation and exploratory programs.

In August 2009, each high school was provided with a list of incoming 9th graders that possessed research-based risk factors for dropping out of school. Some of the risk factors include: attendance, suspensions, MSA scores and retention. The Office of Alternative Education and Student Services worked with the high school staff to develop intervention plans for these students with multiple risk factors. Central office staff provided assistance to the schools in tracking the academic and behavioral performances of these students throughout the year. Data were provided quarterly. Feedback from the high schools was consistently positive. The group had a 93.5 percent attendance rate and an average grade point average of 2.0 in core courses. Principals felt that this information was extremely helpful in ensuring that students were provided with the appropriate type and amount of support. A report was presented to the Board of Education on May 27, 2010 and can be accessed at <http://www.boarddocs.com/mabe/hcpssmd/Board.nsf/public>.

School Counselors and other school staff have worked with students to identify opportunities for struggling students to complete their graduation requirements within four years. Students who are having difficulty passing the High School Assessments meet with a counselor and other school staff to develop a plan for receiving support in an effort to pass the assessments. These students are monitored closely so they meet with success. Counselors also monitor all graduation requirements and notify parents each summer of their child's progress toward meeting the requirements. Some students may be recommended for Evening School or Summer School in order to graduate on time. In the class of 2010 cohort, 99.6 percent of the students met the graduation requirements.

3. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

Several high schools report dropout rates above 3 percent for their Hispanic and LEP student groups. The HCPSS must pay special attention to students in these groups as they were the students most likely to drop out of school in 2009-2010. Each year, the names and data descriptors for all high school students who withdraw from school prior to earning a diploma are collected. Staff members study these students to learn more about whom they are and why they choose to leave school before earning a diploma. Efforts are also made by alternative education, counseling, and pupil personnel staff to encourage students to re-enroll in school and continue with their efforts to earn a high school diploma.

During the 2009-2010 school year, a group of approximately 15 staff and community members worked to develop a systemwide dropout prevention and intervention plan. This plan is now in

Graduation Rates and Dropout Rates (continued)

the final stages of development and will be shared with leadership in the near future. We hope to begin implementing components of the plan in the 2010-2011 school year. The development of this plan was extremely helpful in allowing us to see what is working well that we are already doing and to identify things that we need to implement for the first time.

Students who are having difficulty passing the required high school assessments continue to need attention. During the summer of 2010, the HCPSS comprehensive summer school program continued to provide the opportunity for eligible students to enroll in HSA mastery classes and to complete Bridge plans. The Homewood Center also continued its summer school intervention program that supports students working toward HSA mastery and Bridge Plan completion.

Because transportation to Evening School may not be possible, there is a need to offer credit recovery courses in the comprehensive high schools during the school day for those students who don't need to retake an entire course.

4. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

Funds are available to continue the expansion of HCPSS evening programs and to provide assistance to students who struggle to meet the HSA requirement.

In 2009-2010, the Homewood Center identified a cohort group of 9th grade students who possessed numerous risk factors that reliably predict dropping out of school. Special programming and scheduling was developed for this cohort of students. Results indicate that this intervention led to greater student engagement and connectedness. Students' behavior, attendance, and academic performances improved. This group focused on career exploration and the development of complementary career and academic goals. The cohort program will continue in 2010-2011. A new 9th grade cohort will be formed, and the group of students from last year's cohort will continue their association in 2010-2011 as they become 10th graders.

In 2010-2011, each high school will continue to receive a list of ninth grade students who have displayed the research-based risk factors and continue to track last year's ninth grade students. We are planning to collect best practices from each high school to share among all schools. This effort will also be expanded to include a similar list of incoming sixth graders to the middle schools. We believe that this group of students will have a better chance to graduate in four years if we can provide interventions earlier than ninth grade.

I.D.vi
Highly Qualified Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.

No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Plans for Reaching the 100% Highly Qualified Teacher (HQT) Goal

LSS responses to Section I.D.vi in Part I and the Title II, Part A attachment in Part II will continue to serve as the school system’s Highly Qualified Teacher Improvement Plan.⁷ In this section, each LSS should address the factors that prevent the district from attaining the 100% HQT Goal. Please see the instructions on the next page.

⁷ Section 2141(a) of the Elementary and Secondary Education Act.

Highly Qualified Staff (continued)

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers

School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers
2003-2004	81.70	18.30
2004-2005	84.20	15.80
2005-2006	89.00	11.00
2006-2007	88.40	11.60
2007-2008	90.00	10.00
2008-2009	92.50	7.50
2009-2010	93.60	6.40

Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools

	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2008-2009	302	299	99%
2009-2010	294	282	99%

Table 6.3: Number of Classes Not Taught by Highly Qualified (NHQ) Teachers by Reason

School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	NHQ Classes	All Classes
2005-2006	270	15.80	4	0.20	199	11.60	533	31.20	505	29.50	199	11.60	1,710	15,586
2006-2007	99	8.90	17	1.50	175	15.70	297	26.70	319	28.60	207	18.60	1,114	9,555
2007-2008	62	0.60	21	0.002	199	2.00	313	0.03	238	2.40	201	2.00	1,034	9,948
2008-2009	36	5.38	25	3.74	78	11.67	265	39.67	86	12.87	179	26.79	668	8,868
2009-2010	62	7.20	15	1.76	37	4.30	279	32.78	0	0.00	143	16.80	851	13,272

Highly Qualified Staff (continued)

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level						
	Core Academic Subject Classes Taught by HQT					
	High Poverty			Low Poverty		
	Total Classes	Taught by HQT		Total Classes	Taught by HQT	
	#	#	%	#	#	%
2005-2006						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
2006-2007						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
2007-2008						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
2008-2009						
Elementary	0	0	0	0	0	0
Secondary	0	0	0	0	0	0
2009-2010						
Elementary	0	0	0	3,360	3,237	96.37
Secondary	159	112	70.4	4,953	4,611	93.09

Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience

Core Academic Subject Classes									
		High Poverty*				Low Poverty			
School Year	Level	Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2008-2009	Elementary								
	Secondary								
2009-2010	Elementary	0	0	0	0	0	22.97	0	18.91
	Secondary	80	47.9	42	25.1		21.86		19.53

Highly Qualified Staff (continued)

Table 6.6: Attrition Rates												
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves		
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%
2006-2007	96	4,081	2.35	294	4,081	7.2	9	4,081	0	119	4,081	2.9
2007-2008	90	4,172	2.16	237	4,172	5.68	5	4,172	0.1	62	4,172	1.48
2008-2009	74	4,481	1.65	152	4,481	3.3	0	4,481	0	37	4,481	0.82
2009-2010	135	4,547	2.96	121	4,547	2.66	5	4,547	0.11	65	4,547	1.43

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

<input checked="" type="checkbox"/> Entire teaching staff or												
<input type="checkbox"/> Core Academic Subject area teachers												

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	149	148	99.3
2009-2010	167	166	99.4
2010-2011*	175	175	100

*As of July 1, 2010

Instructions:

1. Complete data tables 6.1 – 6.7.
2. Review the criteria on tables on the next two pages.
3. If the school system has met all of the criteria on the following tables, skip to the prompt at the end of this section.
4. If the school system did not meet all of the criteria below, respond to the prompts associated with any criteria missed. Be sure to respond to the prompts for each criterion not met.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.1: Percentage of Core Academic Classes Taught by Highly Qualified Teachers</p> <p>6.2: Percentage of Core Academic Subjects Classes Taught by Highly Qualified Teacher in Title I Schools</p> <p>6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason</p>	<p>The percentage of CAS is 90% HQT or higher.</p> <p>The percentage of CAS in Title I schools is 100% HQT.</p> <p>The percentage (total) of NHQT is less than 10%.</p>	<ol style="list-style-type: none"> 1. Describe where progress is evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect? 3. Describe where challenges are evident. 4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

Highly Qualified Staff (continued)

Table 6.1

The percentage of CAS is higher than 90 percent.

Table 6.2

The Howard County Public School System continues to increase the percentage of core academic classes taught by highly qualified teachers by using targeted recruiting, hiring, and support strategies as described later in this section.

Two teachers teaching at Title I schools were identified as not achieving federal “Highly Qualified” status. As of June 30, 2010, both teachers have achieved “Highly Qualified” status through either presentation of qualifying scores on a PRAXIS II content test or presentation of coursework.

Howard County continues to hire new teachers who have met federal “Highly Qualified” requirements for the 10 elementary Title I schools. There is no shortage of teachers in Elementary Education.

Table 6.3

The percentage of CAS is less than 10 percent.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
<p>6.4: Core Academic Classes taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools by Level</p> <p>6.5: Core Academic Classes taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools By Level and Experience</p>	<p>The percentage of HQT in CAS in high-poverty is not greater than the percentage of HQT CAS in low-poverty schools.</p> <p>The percentage of inexperienced HQT in CAS in high poverty schools is not greater than the percentage of experienced HQT in CAS in low poverty schools.</p>	<ol style="list-style-type: none"> 1. Describe where progress is evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. Your response must include examples of incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. What evidence does the school system have that the strategies in place are having the intended effect? 3. Describe where challenges are evident. In your response, include teacher experience, minority status of students, and poverty status of students, where appropriate. 4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.

Highly Qualified Staff (continued)

Tables 6.4 and 6.5

The number of classes taught by highly qualified teachers in core academic subjects at the Homewood Center has increased from 54.5 percent in the 2008-2009 school year to 70.4 percent in the 2009-2010 school year. This is the first year the HCPSS has a school identified as High Poverty. The Homewood Center houses three distinct programs, each designed to meet the specific needs of individual students who have difficulty functioning in traditional classroom settings. The building is a state-of-the-art educational facility with a full complement of resources, technology, and teaching supports.

The Office of Human Resources is committed to hiring highly qualified teachers for all Howard County schools. The Homewood Center presents unique staffing opportunities due to its size and the specialized nature of its educational program. All new hire candidates (including those for the Homewood Center) complete a series of interviews so that Office of Human Resources and curriculum staff can help to determine the best possible candidates for a vacancy. One of those interviews is a curriculum interview conducted by the appropriate curriculum office so that the school principal can make an informed decision while selecting staff for their school. Information regarding degrees, certification, highly qualified status, and interview results are a part of the comprehensive review that is completed prior to the placement of a new hire or a transfer at the Homewood Center.

Based on data in the table:	If your system does not meet the criteria:	Respond to the prompts:
6.6: Attrition Rates	Total overall attrition is less than 10%	<ol style="list-style-type: none"> 1. Describe where progress is evident. 2. Identify the practices, programs, or strategies and the corresponding resource allocations to which you attribute the progress. What evidence does the school system have that the strategies in place are having the intended effect? 3. Describe where challenges are evident. 4. Describe the changes or adjustments and the corresponding resource allocations that were made to ensure sufficient progress. Include timelines where appropriate.
6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools	Percentage of qualified paraprofessional in Title I schools is 100%	<ol style="list-style-type: none"> 1. Describe the strategies that the local school system will use to ensure that all paraprofessionals working in Title I schools continue to be qualified.

Highly Qualified Staff (continued)

Table 6.6

Howard County meets the attrition rate of less than 10 percent. See note in table.

Table 6.7

The Howard County Public School System continued to utilize the strategies that were identified and used during the 2008-2009 school year to ensure that all paraprofessionals continue to be highly qualified. Areas of focus for maintaining a qualified staff include recruitment and hiring, offering a stipend for highly qualified paraeducators, the Human Resources Advisory Board, lending of ParaPro test materials, reimbursement for tuition and for the ParaPro test, individualized counseling, the college coursework payroll advance program and offering a paraeducator scholarship.

There continued to be success in the 2009-2010 school year in the areas of recruitment and hiring, the offering of the stipend for highly qualified paraeducators and the offering of the paraeducator scholarship. The highlighted successes are listed below:

- The Office of Human Resources has identified a process for verifying the highly qualified status of internal transfers and promotions.
- Twenty-two (22) former Howard County paraeducators were hired as new teachers for the 2009-2010 school year. Twenty-one (21) were hired in core academic subjects; twelve (12) are highly qualified teachers.
- A total of 23 paraeducators received the paraeducator stipend for 2009-2010 school year.
- Twelve (12) scholarships were awarded to paraeducators pursuing teacher certification in critical content areas. Scholarships are given to paraeducators enrolled in teacher preparation programs leading to teacher certification. Course work and additional content have given paraeducators training in teacher education and content provides them with the skill sets that are conducive to becoming “highly effective” teachers.

If all of the criteria were met, please respond to the following prompt only:

- **Identify the major priority areas that will move the district to achieving 100% of CAS taught by highly qualified teachers, particularly in hard-to-staff schools and critical subject-area shortages as well as establish an equal distribution of highly qualified teachers in high- and low-poverty schools.**

The Howard County Public School System continues to find critical need areas in the following areas: Computer Science, English, English as a Second Language, Family and Consumer Science, Mathematics, Media Specialty, Occupational Therapy, Physical Therapy, Reading Specialist, Science, Speech-Language Pathology, Special Education, Technology Education, and World Languages. The Core Academic Subjects of Math, Science, and English have fewer highly qualified candidates available for hire; consequently, filling vacancies in these areas continues to be a challenge. It is especially difficult to fill these areas when vacancies are created because of resignations after July 15 or increases in student enrollment during the summer months. The pool of certified and/or highly qualified candidates is limited late in the summer and during the school year.

Highly Qualified Staff (continued)

The following strategies, used in the past few years, are proving to be successful as the percentage of Highly Qualified teachers continues to increase.

Intensive Nationwide Recruiting Operation: Each year the school system implements an aggressive nationwide recruiting operation designed to attract a diverse and highly qualified teaching staff.

New Teacher Support System: The system offers a variety of incentives and conditional teacher support programs. New teachers can expect to participate in a New Teacher Support Program that includes a systemwide orientation, a variety of school-based and curriculum-based supports for non-tenured teachers, mentors, and formal and informal teacher recognition for excellent teaching. Conditional Teacher supports include reimbursement for PRAXIS tests, tuition reimbursement, and individual certification counseling.

Payroll Advance: The Howard County Public School System offers an interest-free payroll advance of up to \$1,500 for teachers new to Howard County. Teachers may use the funds for moving expenses, lease-agreement deposits, or other expenses associated with new employment as a teacher.

Human Resources Advisory Board: Created in 2002, the Howard County Public School System Human Resources Advisory Board consists of central office personnel, school-based administrators, and community and business members. The purpose of the Advisory Board is to assist the Office of Human Resources in generating new ideas to attract and retain Howard County Public School System staff.

NCLB Presentations/Updates: Communicating information about Federal No Child Left Behind requirements regarding highly qualified status is critical to the school system's quest to see 100 percent of core content classes taught by highly qualified teachers.

Certification Counseling Services: The Office of Human Resources provides ongoing support for teachers seeking certification in core content areas. In addition to presentations on certification and No Child Left Behind requirements at school-site staff meetings, representatives from the Office of Human Resources meet with individual teachers to review certification requirements and assist teachers in planning professional development as it relates to certification.

National Board Certification: The Howard County Public School System provides support for teachers seeking National Board Certification using the cohort model and annual salary stipends upon achievement of National Board Certification. Additionally, the Office of Professional Development has created a Masters of Arts in Teaching with National Board Certification cohort through National University. Tuition reimbursement may be available for enrolled teachers.

Administrative Staffing Meetings: Each spring, representatives from the Office of Human Resources meet with school-based administrators to discuss and assist with teaching assignments for the coming school year. These meetings help school administrators assign highly qualified

Highly Qualified Staff (continued)

teachers to the appropriate classroom settings and support efforts to retain teachers by aligning teacher assignments with qualifications.

Special Education Co-Teaching Model: The Department of Special Education continues to support a co-teaching model which pairs highly qualified teachers in Core Academic Areas as the teacher of record with special education teachers at all schools.

Partnerships with Higher Education: The Office of Professional Development has worked with the University of Maryland Baltimore County to develop cohorts enabling teachers to achieve certification and highly qualified status in specific content areas.

Tuition Reimbursement: The Howard County Public School System offers a comprehensive tuition reimbursement program for teachers seeking highly qualified status and/or full certification. In addition, the Master Agreement for Education Support Professionals includes language that supports paraprofessionals who enroll in a Maryland Approved Teacher Education program.

Non-Tenured Teacher Support for Special Educators: The Department of Special Education utilizes grant funding to provide prescriptive staff development training for newly hired special educators.

Candid Conversations with Administration: The Superintendent and his staff regularly met with school staffs to gain feedback about what is working well in and what is not working well in the Howard County Public School System.

High Quality Professional Development

No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.

Looking back:

In 2008, districts submitted plans for (a) district-wide professional development activities that meet the Maryland Teacher Professional Development Standards (Option 1) or (b) fostering high-quality school-based professional development activities by integrating the six elements of the professional development planning process included in the Maryland Teacher Professional Development Planning Guide (Option 2). In 2009, option 1 districts submitted an evaluation plan for the district-wide professional development activity and option 2 districts reported on their progress in ensuring quality in their school-based professional development.

The 2010 Master Plan reporting requirement for teacher professional development calls on districts to provide updates on their professional development activities in two parts. Each district should report on their 2010 status in Option 1 or Option 2 AND provide an overview of their teacher induction program.

Option 1 districts (Allegany, Anne Arundel, Baltimore County, Charles, Frederick, Howard, Kent, Montgomery, Talbot, Worcester) should submit their evaluation reports on their district-wide professional development activity. These evaluation reports should address each of the elements approved in the 2009 evaluation plan submitted and approved by MSDE in December of 2009. Option 2 districts (Baltimore City, Calvert, Caroline, Carroll, Cecil, Dorchester, Garrett, Harford, Prince Georges, Queen Anne's, St. Mary's, Somerset, Washington, Wicomico) should provide a progress report on integrating the 6 components of professional development planning into the district school improvement planning process, addressing each of the elements as approved by MSDE in December of 2009. In your response to the reporting requirements for either option, be sure to highlight the corresponding resource allocations.

High Quality Professional Development

Requirements for Reporting on Option 1 Professional Development Activities

1. Final evaluation reports should, at a minimum:
 - Summarize key evaluation findings presented as responses to the three evaluation questions listed below:
 - Did the activity take place as planned? (Did it include the intended participants? Did they participate for the expected duration and intensity? Did all of the professional learning activities occur as planned? Were all of the necessary materials and equipment available as planned?)
 - What were the participants' perceptions of the relevance and usefulness of the activities for their current teaching assignments and for helping them work more effectively with their students?
 - Did the activities achieve the intended participant outcomes as reflected by measurable and/or observable indicators?
 - Discuss data collection activities and the instruments, with a clear explanation of how data collection addressed each of the three evaluation questions, including any problems encountered; and
 - Discuss the evaluation findings, presented as answers to each of the three evaluation questions, with special attention to findings about the extent to which the professional development achieved the intended outcomes as reflected by the indicators (interim evaluation reports should focus on interim outcomes and indicators as specified in the professional development plans).
2. In addition, evaluation reports should, as appropriate:
 - Present and/or describe the logic model that informed the professional development plan;
 - Discuss any contextual factors that may have either facilitated or impeded implementation of the professional development as planned and/or participant application and use of new knowledge and skills;
 - Describe any limitations; and
 - Present recommendations.

High Quality Professional Development

Requirements for Reporting on Option 2 Activities

Districts that submitted plans for integrating the teacher professional development planning framework included in the *Maryland Teacher Professional Development Planning Guide* into school improvement planning should report on their progress on each of the four tasks included under this option. The four questions and specific issues to be addressed in the progress reports follow below.

1. **Has the district integrated the teacher professional development planning framework into school improvement planning guidance?** If so, attach a copy of the revised guidance, including all related forms and artifacts, to the annual update. If this task has not been completed, include a brief explanation of the challenges and difficulties that were encountered and describe how the task will be completed during the 2010-2011 school year.
2. **Has the district implemented a program to prepare principals, other school leaders, school improvement teams, and school-based professional development staff to use the teacher professional development planning framework?** If so, describe the program, clearly specifying (a) who participated and whether all of the intended participants did, in fact, participate, (b) the schedule (e.g., the number of sessions, the length of each session), (c) the topics covered, and (d) the professional learning activities (e.g., presentations, opportunities for practice and feedback). Also, attach copies of any materials developed for the training session. If the district has not implemented a program to prepare principals and others to use the planning framework, discuss the reasons for not doing so and describe how such a program will be completed during the 2010-2011 school year.
3. **Has the district implemented a program to prepare district staff for reviewing and providing feedback on professional development plans?** If so, describe the program, clearly specifying (a) who participated and whether all of the intended participants did, in fact, participate, (b) the schedule (e.g., the number of sessions, the length of each session), (c) the topics covered, and (d) the professional learning activities (e.g., presentations, opportunities for practice and feedback). Also, attach copies of any materials developed for the training session. If the district has not implemented a program to prepare district staff for reviewing and providing feedback on the professional development plans, discuss the reasons for not doing so and describe how such a program will be completed during the 2010-2011 school year.
4. **How is the district monitoring implementation and impact of the school-based professional development activities? Has the district reviewed school improvement plans that address the new professional development planning requirements?** If so, discuss the results of the review process, clearly specifying (a) how many of the plans were approved as submitted, (b) how many schools were required to revise their plans, (c) the patterns of strengths and weaknesses of the plans as reflected in how they addressed each of the six elements of the planning framework, and (d) lessons learned about the need for additional and/or different kinds of training and support for school and district staff. What specific strategies are in place for working with schools to monitor implementation and impact of school-based professional development in 2010-2011 and beyond?

An Evaluation of the Cultural Proficiency Program Portfolio Cohort in the Howard County Public School System (HCPSS)

Background

In Maryland, the call for culturally proficient educators and curriculum was formalized in COMAR regulation 13A.04.05, Education that is Multicultural as well as in the Bridge to Excellence (BTE) Comprehensive Master Plan. Locally, the Howard County Public School System (HCPSS) made cultural proficiency part of its mission if not its mandate in response to the growing diversity of its student population. According to the 2009–2010 HCPSS Profile and Facts about the HCPSS, the school system has an extremely diverse population with almost half of the student population (45.6 percent) is classified as non-white. Approximately 4 percent of the students participate in the English for Speakers of Other Languages (ESOL) program, representing 81 different languages (primarily Spanish and Korean).

As part of its journey toward becoming a culturally proficient school system, the HCPSS has identified cultural proficiency as one of four high leverage strategies that provide support to systemic improvement goals embodied in the HCPSS BTE plan. One major goal of this high leverage strategy is the implementation of a Cultural Proficiency training program designed to provide staff with the knowledge and skills to help them achieve acceptance of and appreciation for cultural and linguistic differences. The logic model associated with the implementation of this strategy is provided at the end of this section in Appendix A.

The HCPSS Cultural Proficiency Training Program

The HCPSS Cultural Proficiency Training Program began in the 2003–2004 school year with a book study on *Cultural Proficiency: A Manual for School Leaders* (Lindsey, Robins & Terrell, 2003) involving curriculum coordinators. Since then, it has expanded to include school-based staff who can avail themselves of two distinct training opportunities. The first is the Introductory Awareness Series, which is the prerequisite for the second opportunity, the Portfolio Cohort. This report focuses on the Portfolio Cohort, and provides an evaluation for High Quality Professional Development Plan which was submitted and approved by MSDE in December 2009. The Office of Cultural Proficiency in the Department of Professional and Organizational Development of the HCPSS provides systemwide coordination, training and delivery of the Cultural Proficiency training program.

Though both programs are quite different, there are a few similarities. One is the expectation that participants continuously use information learned to assess and facilitate their personal cultural proficiency growth. To this end, a major component of the training is learning the Tools of Cultural Proficiency. The Tools include the following.

Tool 1: Cultural Proficiency Continuum (Language to describe healthy and nonproductive policies, practices and behaviors.)

- Destructiveness: “See the difference; stomp it out.”
- Incapacity: “See the difference; make it wrong.”
- Blindness: “See the difference; act like you don’t.”

Highly Qualified Staff (continued)

- Pre-Competence: “See the difference; respond to it inappropriately.”
- Competence: “See the difference; understand difference that difference makes.”
- Proficiency: “See the difference; respond positively. Engage and adapt.”

Tool 2: Guiding Principles (Underlying values to foster culturally proficient behavior.)

- Culture is a predominant force.
- People are served in varying degrees by the dominant culture.
- Group identity is as important as individual identities.
- Diversity within cultures is vast and significant.
- Each group has unique cultural needs.

Tool 3: Essential Elements (Competencies that serve as standards for behavior.)

- Assess culture: Claim your differences.
- Value diversity: Name the differences.
- Manage the dynamics of difference: Frame the conflicts caused by differences.
- Adapt to diversity: Change to make a difference.
- Institutionalize cultural knowledge: Teach about differences.
-

Tool 4: Barriers to Cultural Proficiency (Internal obstacles that individuals and organizations must overcome if they are to move toward cultural proficiency.)

- The presumption of entitlement (systemic privilege).
- Unawareness of the need to adapt (resistance to change).

The Cultural Proficiency Portfolio Cohort

During the 2008–2009 school year, the Office of Cultural Proficiency developed the Portfolio Cohort training program for those educators who completed the Introductory Awareness Series. Participants must be either recommended for participation or get approval to participate from their building administrator or office supervisor. Participants are required to continue to progress in their own cultural proficiency journey through a portfolio chronicling a cultural proficiency project implemented in their work place during the school year. The outcomes for participants in the Portfolio Cohort are as follows:

- Build a collaborative learning community.
- Become more aware of one’s own belief systems and its relationship to the Guiding Principles of Cultural Proficiency (Tool 2 of Cultural Proficiency).
- Increase understanding of the five Essential Elements of Cultural Proficiency as standards for culturally competent values, behaviors, policies, and practice (Tool 3 of Cultural Proficiency).
- Increase understanding of themselves in the context of the Barriers to Cultural Proficiency (Tool 4 of Cultural Proficiency).
- Successfully complete the portfolio process.

Purpose of the Evaluation

During the 2009–2010 school year, the Department of Student Assessment and Program Evaluation (SAPE) conducted an evaluation of the effectiveness of the Cultural Proficiency Portfolio Cohort training program in providing participants with the knowledge and tools to achieve acceptance of and appreciation for cultural and linguistic differences. To this end, the evaluation set out to answer the following questions:

1. Did the Portfolio Cohort professional development take place as planned (e.g., timeline, activities, etc.)?
2. What were teachers' perceptions of the quality and utility of the Portfolio Cohort professional development they received?
3. Were the outcomes of the Portfolio Cohort training program achieved?
4. Was portfolio project implementation advocated, facilitated, and supported? (e.g., were successes recognized and shared? Was the support public and overt? Did it affect organizational climate and procedure?)

Evaluation of the Portfolio Cohort included individuals who participated in this training program during 2008–2009, the pilot year, and during the 2009–2010 school year. Several methods of data collection and analysis were utilized to answer the above questions, including the following:

- For Question 1, inventories of agendas and training materials were compiled and analyzed to determine (1) the extent to which the seminars remained on schedule and covered the outcome(s) stated in the agenda, (2) the type and frequency of activities conducted, and (3) the amount of time spent on specific themes or concepts.
- For Question 2, feedback forms were collected from Portfolio Cohort participants following each of the four seminars (Appendices D through G). These instruments aimed to explore the participants' perceptions of such aspects of both training programs as structure, content, quality of facilitators, and usefulness. All forms contained the same Likert-type scale item (Overall, my professional development experience was effective and useful). Participants indicated their extent to which they agreed with this statement on a six-point scale ranging from 1 (strongly disagree) to 6 (strongly agree). Additionally, all forms contain several free response prompts.
- For Question 3, a focus group of past Portfolio Cohort participants was conducted. Additionally, the *Staff Cultural Competence Self-Assessment* (Appendix C) was administered to those participating in the Portfolio Cohort during the 2009–2010 school year to measure participant's perception of their own level of cultural proficiency when interacting with parents, students and staff of a variety of cultures. The survey was administered to each participant twice; once prior to their Cultural Proficiency training and again at the end of the academic year, after all participants had completed their training.
- For Question 4, a survey was administered to all Portfolio Cohort participants on the final seminar meeting date (Appendix J). A different survey was also administered to the school administrator or office supervisor of each Portfolio Cohort participant during the same meeting (Appendix K). Each survey contained several items on a Likert-type scale; the items were related to perceptions of the level of support provided to Portfolio Cohort participants during the process as well as perceptions of the impact of each portfolio project. The anchors for each item were 1 (strongly disagree) and 6 (strongly agree).

Highly Qualified Staff (continued)

Findings specific to each evaluation question are provided in the following sections.

EVALUATION FINDINGS OF THE CULTURAL PROFICIENCY PORTFOLIO COHORT

Question 1: Did the Portfolio Cohort professional development take place as planned (e.g., timeline, activities, etc.)?

A Department of Student Assessment and Program Evaluation (SAPE) staff member attended each Portfolio Cohort meeting and conducted a materials and agenda inventory to determine the extent to which the training leaders adhered to the schedule and provided a comprehensive view of the actual content, activities, and materials presented in the Cultural Proficiency Portfolio Cohort. Prior to each meeting, a template of the agenda items and materials to be used was prepared (see Appendix B); during the meetings the observer recorded what essential element(s)/outcome(s) were targeted, the amount of time spent on each, materials used, information on how each activity was done (e.g., individually, in small groups, with the full group), and whether it was done in the order specified on the agenda. At the conclusion of the first four meetings, the results of the agenda and materials inventory were compiled and analyzed based on the following: (1) the extent to which the seminars remained on schedule and covered the outcome(s) stated in the agenda, (2) the type and frequency of activities conducted, and (3) the amount of time spent on specific themes or concepts.

The analysis of the data showed the following results:

- Remaining on schedule. According to the materials and agenda inventory conducted on the Portfolio Cohort, the vast majority of activities listed in the agenda were covered during the sessions. Only one activity over the entire four days of training did not occur during the day for which it was originally scheduled. That activity, the watching and discussion of the film, *Race, the Power of Illusion*, was initially scheduled for Day Two. The activity did not occur at that time, but the movie was presented and discussed during the following meeting date. There was also one exception to the scheduled meeting dates. The fourth meeting date was rescheduled because of a school cancellation due to snow.
- Group composition of activities. A majority of activities were conducted in either full or small-group format. Nearly half (48.2 percent) of all activities were presented among the entire group. Full-group activities consisted of discussions, presentations, videos, and games/role-playing activities. There were also opportunities to discuss the portfolio process in a full group; at the first meeting participants discussed the portfolio abstracts of previous participants as well as heard two portfolio presentations from the pilot year and had the opportunity to ask questions of these individuals.

A good portion of activities (40.7 percent) occurred in a small-group format; a small group is defined as ranging in size from two to six people. Most often, the small-group activities consisted of individuals discussing either a reading or a presentation. Several portfolio-related activities were also presented in a small group format. For example, participants were given opportunities to present their portfolio ideas and receive feedback

Highly Qualified Staff (continued)

in small groups. According to feedback provided by participants, the small-group discussions were the best-received aspects of the training.

The remaining activities were done individually. Individual activities typically consisted of time for reflection provided to participants at the beginning and end of each meeting date. There were several times during meetings where participants worked individually on their portfolio projects. Specifically, participants spent nearly an hour working individually on the development of banner questions. Although a little over ten percent of the overall time was spent working individually, most of these individual activities were then followed by a small or full-group discussion of the information participants worked on individually.

- Themes or concepts covered in activities. There were a number of themes and concepts addressed during the first four meeting dates of the Portfolio Cohort. According to the agenda inventory, the most often occurring theme across all dates was the portfolio process and the completion of the portfolio project. Nearly a third of all time during meetings was dedicated to the portfolio process. These activities, though all related to helping guide the participant through the portfolio process, differed quite a bit. For example, on the first meeting date participants did very little to work on their own portfolios. Instead, they examined the works of portfolio participants from the previous year. During subsequent meeting dates participants worked on their portfolios and received feedback from peers and facilitators.

Aside from portfolio related work, the concepts presented during meeting dates were quite varied. There were a number of activities associated with some of the Barriers to Cultural Proficiency. Nearly every activity presented during Day Two was related to this concept. Other concepts presented were related to the Essential Elements of Cultural Proficiency and more specifically, the Essential Element of Valuing Diversity. Many of the other activities were designed to help the participants consider and reflect upon their own belief systems. In sum, though all activities are related to the overall concept of Cultural Proficiency, the specific themes present in Portfolio Cohort meeting dates were wide-ranging.

Question 2: What were teachers' perceptions of the quality and utility of the Portfolio Cohort professional development? (e.g., was participants' time well spent? Were leaders knowledgeable and helpful? Was the meeting place safe, comfortable and appropriate? Will this experience be useful?)

This question relates to the structure and content of the workshops and perceived quality of facilitators based on feedback forms collected from Portfolio Cohort participants at several points during the school year. They were administered different feedback forms following each of the first four meetings. The feedback form administered following Day One consisted of the common Likert-type scale and several free response items (Appendix D). The feedback form following Day Two (Appendix E) was a bit more structured than the form distributed after Day One; the Day Two feedback form consisted of four questions on a Likert-type scale, three free response items where participants were asked to report their perceptions of the training and any questions they still had, as well as one free response item where participants could provide any

Highly Qualified Staff (continued)

general feedback they wished. The Day Three (Appendix F) and Day Four (Appendix G) feedback forms were similar in format to the feedback form for Day Two.

Day One Feedback Findings

Of the 25 Portfolio Cohort participants present on the first meeting, 14 completed Day One Feedback. This resulted in a 56 percent response rate. While such a response rate is typically considered acceptable in research, the small sample size necessitates a higher response rate to ensure results are representative of the entire group.

The only Likert-type item was one used on all feedback forms (*Overall, my professional development experience was effective and useful*). The average score for this item was 5.50 (on a six point scale), which indicates the vast majority of respondents perceived the first day of their Cultural Proficiency Portfolio Cohort training as being both effective and useful.

Responses to free response items were classified as either Positive or Negative and were then coded and analyzed for the presence of specific themes. Overwhelmingly, the most beneficial aspect of the first Portfolio Cohort meetings, according to the respondents, were the activities presented. There was one activity in particular, an activity known as *BaFa BaFa* (an activity that illustrated some of the challenges of cross-cultural communication), that was mentioned by nearly one quarter of all participants as a positive aspect of Day One of the Portfolio Cohort. In line with responses from Introductory Awareness participants, individuals in the Portfolio Cohort felt the conversations and discussions were quite beneficial as well; the manner in which the first meeting was structured and the qualities of the facilitators were also identified as positives related to the first meeting of the 2009–2010 Portfolio Cohort. Table A presents these results.

Table A: Portfolio Cohort Day One Feedback

Common Themes		Percent of Respondents Mentioning Theme
Positive Feedback	Beneficial Activities	71.4%
	Beneficial Conversations/Discussions	28.6%
	Gained Knowledge	14.3%
	Meeting Data Structure	14.3%
	Quality Facilitators	14.3%
Negative Feedback	Unsure about Portfolio Project/Process	50.0%
	Next Steps in Portfolio Process	28.6%
	Use of Workshop Time	28.6%
	More Time to Work on Portfolio	21.4%
	Time Commitment of Portfolio	14.3%

The vast majority of respondent negative perceptions were related to the actual portfolio process. Half of all respondents reported being unsure about the portfolio; of those who cited this as a concern, several indicated having many questions about the next steps in the process. A few also mentioned concerns about the time commitment involved in completing the portfolio. Along the same lines, a number of participants expressed a desire during the actual meeting to have more time dedicated to working on their portfolio and project.

Highly Qualified Staff (continued)

Day Two Feedback Findings

There were 21 participants present on Day Two and 17 of those submitted a feedback form for a response rate of nearly 81 percent. It is important to note, however, that there were four fewer participants attending Day Two than Day One; therefore, a non-trivial amount of the improvement in response rate may be attributable to a smaller denominator.

The feedback form administered on Day Two consisted of four Likert-type scale items; it is important to note that all items on the Day Two feedback forms are on a six point scale. The average participant rating for the first item (*Overall, my professional development experience was effective and useful*) was 5.82, which indicates an extremely high level of agreement and is also greater than the average for the same item following Day One. This indicates that not only do participants feel as though their professional development experience thus far has been effective, but also that their perceptions of the Portfolio Cohort trainings have increased since the first meeting date.

The next three Likert-type items used the following prompt: *Today's professional development experience helped me to...*; this prompt helped to elicit ratings related to three of the five Portfolio Cohort training program outcomes. Participant ratings for the first outcome in this series (*...build a collaborative learning community*) were quite high; the average rating for this item was 5.76. The average rating for the next outcome (*... increase understanding of myself in the context of the Barriers of Cultural Proficiency*) was 5.88, which is also quite high. The final item, (*... progress within the professional portfolio process*) served as a proxy to how well participants felt they were moving in the portfolio process. The average rating for this item, while still high (5.30), was much lower than those for each of the other Likert-type items from the Day Two feedback form. This item's relatively low rating was consistent with the feedback provided followed Day One; it appeared that unease regarding the portfolio process still existed following the second meeting date of the Portfolio Cohort.

The Day Two free response items were identical to those from the Day One feedback form. Responses were categorized as either Positive or Negative, and then coded and analyzed for the presence of specific themes. Consistent with Day One responses, quite a few respondents felt as though the conversations and discussion they were able to have were the highlights of the Portfolio Cohort training thus far, particularly the viewing of the movie, *The Color of Fear*. Nearly 30 percent of participants indicated this activity as the highlight of their Day Two experience. Finally, a number of participants credited the facilitators with creating a safe and open environment in which they all felt comfortable in sharing their thoughts and feelings.

Consistent with findings from the first meeting, the main concern of participants following Day Two was the portfolio project. More than a third of all participants mentioned feeling there was not enough time during the actual meeting dedicated to working on portfolios. Additionally, several participants indicate a desire to receive feedback on their banner question, the question that guides their portfolio. Also related to their portfolio project, participants reported wanting to have additional information on next steps in the process. Table B presents these results.

Table B: Portfolio Cohort Day Two Feedback

Highly Qualified Staff (continued)

Common Themes		Percent of Respondents Mentioning Theme
Positive Feedback	Beneficial Conversations/Discussions	41.2%
	Powerful Movie—‘The Color of Fear’	29.4%
	Safe/Open Environment	17.7%
	Quality Facilitators	11.8%
	Opportunity to Share Banner Questions	5.9%
	Gained Knowledge	5.9%
Negative Feedback	More Time to Work on Portfolio	35.3%
	Desire Feedback on Banner Question	17.7%
	Next Steps in Portfolio Process	11.8%
	Dislike Seating Arrangement	5.9%
	Too Much Time Seated	5.9%

Day Three Feedback Findings

The response rate for Day Three feedback forms increased dramatically compared to previous feedback forms. Twenty-two of the 23 portfolio cohort participants present on Day Three of training returned their feedback forms. This resulted in a 95.7 percent response rate.

Day Three feedback form followed the same format as the Day Two form. The average participant rating for the first Likert-type item (*Overall, my professional development experience was effective and useful*) was 5.77 (on a six point scale). Though lower than the average for Day Two, it still indicates that participants had a positive perception of their overall portfolio experience.

The next three Likert-type items (all measured on a six point scale) were statements based on the following prompt: *Today’s professional development experience helped me to...*; this prompt helped to elicit ratings from participants related to three of the Portfolio Cohort training program outcomes. The average rating for the first item in this series (*...build a collaborative learning community*) was 5.67. Although the average rating is high, it is a bit lower than the average rating for the same question on the Day Two feedback form.

The average participant rating for the next outcome (*... increase understanding of The Essential Elements as standards for the culturally competent values, behaviors, policies and practices*) was 5.45. The average rating for the third outcome (*...reflect upon, discuss, and plan for the next steps in the portfolio process*) served as a proxy to explore participants’ perceptions of how well they felt they were moving in the portfolio process. The average rating for this item, while still high (5.32), was much lower than those for each of the other Likert-type items from the Day Three feedback form. This item’s relatively low rating is consistent with the feedback provided by Portfolio Cohort participants following both Days One and Two; comfort with the progress of portfolio projects still seemed to be a concern among participants following Day Three.

The free response items on Day Three feedback forms were identical to those from the first two meeting dates. The responses were categorized as either Positive or Negative, and then coded and analyzed for the presence of specific themes. Table C presents these results.

Highly Qualified Staff (continued)

Overall, respondents seemed quite satisfied with the amount of time during the third meeting dedicated to working on portfolio projects. More specifically, several participants indicated appreciation for the feedback they received on their portfolios; it was also mentioned that the manner in which the time for working on portfolios and covering new content during this session was balanced and quite beneficial. Consistent with responses from previous meetings, participants responded positively to a video (*Everyday Creativity*) shown during this session as well as the additional opportunity for discussions. There were very few negative comments made by participants following Day Three of the Portfolio Cohort.

Table C: Portfolio Cohort Day 3 Feedback

Common Themes		Percent of Respondents Mentioning Theme
Positive Feedback	Opportunity to Work on Portfolio	54.5%
	Received Feedback on Portfolio	31.8%
	Good Portfolio/Content Time Balance	27.3%
	Informative Video—‘Everyday Creativity’	18.2%
	Beneficial Conversations/Discussions	13.6%
Negative Feedback	More Time to Work on Portfolio	13.6%
	Use of Workshop Time	13.6%
	More Full Group Activities	9.1%
	Next Steps in Portfolio Process	9.1%
	Unsure of Personal Cultural Proficiency Journey	9.1%

Day Four Feedback Findings

This meeting was the final day during which cultural proficiency content was presented and was also the final meeting prior to the presentation of portfolio projects. The response rate for this meeting was extremely low. Only 10 of the 20 participants present returned a completed feedback form and this response rate should be considered when interpreting results.

The Day Four feedback form consisted of four Likert-type scale items (all with anchors ranging from one to six) that were identical to those from the previous meeting dates. The average rating for *Overall, my professional development experience was effective and useful* was 5.70. While this rating is slightly lower than the ratings from the three previous meeting dates, it supports the assertion that most respondents view their Cultural Proficiency Portfolio Cohort experience positively following four days of training.

The next three Likert-type items were statements based on the following prompt: *Today’s professional development experience helped me to...*; this prompt helped to help elicit ratings from participants related to three of the Portfolio Cohort training program outcomes. Participant ratings for the first outcome in this series (*...use the language of cultural proficiency to recognize, describe, and participate in discussions about behaviors and practices that are both healthy and counterproductive to diversity, inclusion, and success for all*) was 5.50. The next item, (*... progress within the portfolio process*), which served as a proxy to estimate participants’ perceptions of how well they felt they were moving in the portfolio process, received an average rating of 5.20. This estimate, though high, indicated a relatively low overall rate of agreement

Highly Qualified Staff (continued)

compared to the ratings of the other outcomes. The final item was related to participants' perceptions of the learning community formed as a result of their Portfolio Cohort participation. The average rating among participants for the item "*Today's professional development experience helped me to develop a learning community.*" was 5.40. This is a relatively high rating which indicates participants believed the Portfolio Cohort experience had been effective in creating a learning community among its participants.

Much of the positive and negative feedback provided following Day Four was consistent with that of previous meetings. For some the portfolio process was still presenting a number of challenges, though this was the final meeting before presentations. However, it is important to consider the low response rate when interpreting these results. Table D present these data.

Table D: Portfolio Cohort Day Four Feedback

Common Themes		Percent of Respondents Mentioning Theme
Positive Feedback	Beneficial Conversations/Discussions	30%
	Portfolio Process Modeled	30%
	Quality Facilitators	20%
	Built Relationships with other Participants	10%
Negative Feedback	Felt Stalled in Portfolio Process	20%
	Desired More Guidance in Portfolio Process	10%
	Resistance at School Level	10%

Question 3: Were the outcomes of the Cultural Proficiency Portfolio Cohort professional development achieved?

This question relates to skills and knowledge gained by Portfolio Cohort participants. To answer this question, a focus group with Portfolio Cohort participants from the 2008–2009 school year was conducted. The *Staff Cultural Competence Self-Assessment* was also administered to 2009–2010 Portfolio Cohort participants to measure perceptions of their own level of cultural proficiency. This survey was administered to each participant twice; once prior to the beginning of their Cultural Proficiency Cohort training and again at the end of the school year.

Focus Groups with Past Portfolio Cohort Participants Findings

In October of 2009, SAPE staff conducted a focus group with participants from the Portfolio Cohort pilot year to gain insight into the perceptions of past participants regarding their Cultural Proficiency experience, their own personal growth in the area of cultural proficiency and any perceived areas of improvement for the Cultural Proficiency Program to consider. Appendix H provides the questions asked of the focus group.

All 26 individuals who participated in the Portfolio Cohort during the pilot year were invited to participate in the focus group. There were a total of 6 participants and all responses were recorded and transcribed. SAPE staff coded the transcript for the presence of specific themes. Participants' responses were sorted into five categories: (1) Motivation for Portfolio Cohort Participation/Desired Outcomes, (2) Benefits of Cultural Proficiency Portfolio Cohort

Highly Qualified Staff (continued)

Participation, (3) Attributes of School or Portfolio Cohort that Facilitated Individual or School-Wide Success, (4) Problems/Issues with Cultural Proficiency Training, and (5) Activities to Share Cultural Proficiency Message. Table E presents these results.

Table E: Focus Group with Past Portfolio Cohort Participants Feedback

Common Themes		Percent of Respondents Mentioning Theme
Motivation/ Goals for Participation	Continue Personal Cultural Proficiency Journey	67.7%
	Learn How to Share Information	67.7%
	Desire to Learn More Information	50.0%
	Invited by Administrator	50.0%
	Gain Confidence in Sharing Message	33.3%
	Positively Influence Environment	33.3%
	Gain Leadership Opportunities	17.7%
Benefits of Program	Changed Undesirable Behaviors	33.3%
	Gained a Peer Support System	33.3%
	Increased Awareness	33.3%
	Empowered to Address Conflict	17.7%
	Opportunity for Professional Advancement	17.7%
Positive Attributes of Program/ School	Support from Administrators	33.3%
	Emphasized Personal Journey	17.7%
	Low Staff Turnover	17.7%
	Program Structure	17.7%
Problems/Issues/ Suggestions	Resistance of School Staff	50.0%
	Additional Tools/Strategies	33.3%
	Lack of Time	33.3%
	Staff Turnover	33.3%
	Additional Portfolio Cohort Meetings	17.7%
	Decline in Support (at school level)	17.7%
	Lack of Action	17.7%
Additional Steps	Focus on Students	66.7%
	Share Message	66.7%
	Analyze/Examine Curricular Materials	33.3%
	Change Approach to Instruction	33.3%
	Facilitate Cultural Proficiency Activities	33.3%
	Change Policies and Practices	17.7%
	Address Conflict in School	17.7%

Based on the responses of these Portfolio Cohort participants, the portfolio process provided them with a number of skills to support them in spreading the tenets of cultural proficiency throughout their schools. Regarding an individual’s motivation for participation in the Portfolio Cohort, the responses were evenly split; three respondents reported being invited by a school administrator and the others reported volunteering to participate to gain more information. Despite each individual’s motivation, their participation seemed to be the answer to the “what next” question asked by many following the Introductory Awareness Series.

Highly Qualified Staff (continued)

Among the stated goals for those in the focus group, the one most often mentioned was to continue their personal cultural proficiency journey. A goal stated just as often was to learn how to share the information gained through participation in both the Introductory Awareness Series and the Portfolio Cohort. When participants spoke of learning how to share information, they seemed to be referring primarily to gaining tools and strategies for how to take what they learned back to their schools. This falls in line with a goal that was identified by several participants, which was to positively influence their environment.

As with those in the Introductory Awareness Series, several participants cited increased awareness as a major benefit of the portfolio process. Also mentioned by participants was developing the ability and motivation to change undesirable behaviors related to culturally proficient behaviors. Finally, more than one participant identified gaining a support system of like-minded peers as a benefit of participation in the Cultural Proficiency Portfolio Cohort.

Another invaluable piece of information that was gained from this group was an indication of the attributes of their schools and the Office of Cultural Proficiency that enabled them to successfully share their message with those in their school. Having the support of a building administrator was the factor most often mentioned as an attribute that would lead to the successful implementation of a portfolio project. The structure of the Portfolio Cohort was also indicated as a positive attribute of the Cultural Proficiency training program in that it provided a support system that was sorely needed by participants. One individual even credited the specific evaluative format with her success in being offered a new position in the district.

Although the Portfolio Cohort participants seemed less concerned with the challenges that they faced in sharing the message of cultural proficiency in their schools, nearly all participants mentioned resistance of school staff as a major issue; this is consistent with responses from the focus groups composed of Introductory Awareness Series participants. Information about resistance of school staff is being used to guide the planning and implementation of future training and evaluation. Another factor mentioned as a challenge was that of staff turnover; this was mentioned by participants as both a positive attribute and a challenge at the school level. Though there is little that can be done to impact staff turnover, there may need to be plans in place to address any challenges that come along with the transition of both teachers and administrators in a school building.

Despite similarities between the Portfolio Cohort focus group and the Introductory Awareness Series focus groups in terms of perceived benefits of and challenges to their Cultural Proficiency training, those in the Portfolio Cohort more often mentioned having a non-trivial impact on their school environment as a result of participation. The activity that was mentioned by nearly every participant was that they went on to share lessons and/or activities related to cultural proficiency at several staff meetings. Also, among many of these participants, it seemed that they found a way to use the knowledge they gained to directly focus on students. This goal of directly impacting the students was accomplished in a number of ways; some reported facilitating specific cultural proficiency activities with student groups and others cited changes in their approach to classroom instruction. This student focused activity identified by a number of Portfolio Cohort participants addresses a concern held by several Introductory Awareness Series participants that Cultural Proficiency training cannot directly impact students.

Highly Qualified Staff (continued)

In terms of activities or changes implemented at the school level by participants, one of the most impressive findings was that despite completing their Portfolio Cohort participation during the previous school year, most reported either continuing in activities related to their portfolio project or engaging in new activities during the 2009–2010 school year. This indicates that the portfolio process empowered these educators to share the message of Cultural Proficiency with others in their school completely independent of the Office of Cultural Proficiency. In sum, it appears as though the Portfolio Cohort process addresses many of the challenges indicated by those who participated in the Introductory Awareness Series. With this in mind, participation in the Portfolio Cohort provides a logical next step for those wishing to get more from their Cultural Proficiency training. A more detailed report of Portfolio Cohort responses is provided in Appendix I.

Staff Cultural Competence Self-Assessment

The *Staff Cultural Competence Self-Assessment* (Appendix C) was administered twice during the 2009–2010 school year to determine the extent to which individuals gained cultural proficiency skills and knowledge as a result of Portfolio Cohort participation. Each participant was emailed a link and directions for completing the survey on *Survey Monkey*; they were also provided a unique ID so pre- and post-test responses could be matched for comparison. If participants did not complete pre-administration prior to the first meeting, they were excluded from the study.

To help respondents answer items, the instrument includes the following directions: *Please rate on a scale of 1 to 5 (1=Never, 2=Almost Never, 3=Sometimes, 4=Almost Always, 5=Always) the extent to which you endorse the following:*

This instrument was adapted from a measure developed in 1989 and revised in 2006 entitled *Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood*. In this evaluation, the instrument measures progress in the practice of culturally competent behaviors when interacting with parents, students and staff of various cultures. SAPE and Cultural Proficiency staff linked each individual item to the Five Essential Elements of Cultural Proficiency—one of the four Tools of Cultural Proficiency, which resulted in the development of five distinct scales. These Elements include:

- Assesses Culture
- Value Diversity
- Manage Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge

During the 2008–2009 school year the instrument was administered to one Introductory Awareness Series Cadre to determine if it reliably measures cultural proficiency. Each of the scales was found to have acceptable levels of reliability. The reliability estimates (Cronbach's α) for the scales are as follows: (1) Assesses Culture=0.77, (2) Value Diversity=0.83, (3) Manage Dynamics of Difference=0.75, (4) Adapt to Diversity=0.85, and (5) Institutionalize Cultural Knowledge=0.83. The entire instrument also achieved an acceptable measure of reliability (0.95), thus confirming its use as a reliable measure of cultural competence.

Highly Qualified Staff (continued)

Data was analyzed using repeated measures analysis of variance (ANOVA). ANOVA is a statistical tool designed to compare performances and test whether differences are statistically significant (i.e., observed effect did not occur by chance alone). In this case, ANOVA was used to compare participants' performance across time to see if self-reported cultural competence increases significantly from pre- to post-administration. ANOVA can also provide estimates of the proportion of the change in scores uniquely attributable to the effect of time and the Portfolio Cohort. In statistical theory, these estimates are known as effect sizes and those greater than .40 are considered medium and those greater than .60 are considered large.

Staff Cultural Competence Self Assessment Findings

Of the 22 Portfolio Cohort participants, 14 completed both the pre and post-administration. This resulted in an acceptable response rate of 63.6 percent.

The improvement of all scores was statistically significant. In three of the Essential Elements, scores from pre- to post-administration increased by over half a point. In addition, nearly all effect sizes are in the medium to large range. The largest effect size evidenced was for the Essential Element of *Values Diversity*. It is important to note that three of the four Essential Elements had estimates of effect greater than 0.50, meaning over 50 percent the improvement can be uniquely attributed to time and Portfolio Cohort participation.

The average score for the complete instrument increased by a half a point from pre- to post-administration; this was found to be statistically significant. Also, the effect size for the change in scores for the entire instrument indicates that over 60 percent of the change in scores from pre- to post-administration can be attributed to time and participation in the Portfolio Cohort. Thus, it can be assumed that the practice of culturally competent behaviors is increased by participation in the Portfolio Cohort. Table F presents these data.

Table F: Portfolio Cohort Series Staff Cultural Competence Self Assessment Means⁸

Essential Element	Pre-Test	Post-Test	Change	Effect Size
	Mean	Mean		
Assess Culture	4.04	4.56	+0.52*	0.475
Value Diversity	4.09	4.60	+0.51*	0.676
Manage Dynamics of Difference	4.17	4.61	+0.43*	0.535
Adapt to Diversity	3.74	4.21	+0.47*	0.377
Institutionalize Cultural Knowledge	3.75	4.27	+0.52*	0.577
Complete Instrument	3.96	4.46	+0.50*	0.652

* indicates statistical significance at least at .01 level

⁸ Measured on a scale with anchors of One and Five

Highly Qualified Staff (continued)

Question 4: Was implementation advocated, facilitated and supported (e.g., were successes recognized and shared? Was the support public and overt? Did it affect organizational climate and procedure?)

This question is related to the quality of the portfolio process as well as participant outcomes. To answer this question, two distinct surveys were administered to all portfolio participants (Appendix J) and their school administrator or office supervisor (Appendix K).

Following the portfolio presentations at the final meeting, both portfolio participants and their supervisors were administered surveys regarding their perceptions. Each participant and supervisor was required to complete a survey. If a school administrator had more than one person from his or her school, the administrator was asked to complete a survey for each participant in his or her school.

Each survey consisted of several Likert-type scale items. For each item the participant indicated his or her level of agreement and the anchors were 1 (Strongly Disagree) to 6 (*Strongly Agree*). Unless otherwise stated, higher means indicate greater agreement.

Portfolio Cohort Participant Results

Overall, it appears that Portfolio Cohort participants were quite satisfied with the support they received from the staff of the Office of Cultural Proficiency; this is evidenced by the high mean (5.67) for item one (See Table 7). However, participants' perceptions of support and advocacy provided them by their school or organizational supervisors are less positive. For example, items two and three (perceptions of support from supervisors) have slightly lower means than the item indicative of support received from Cultural Proficiency staff. Relatively low means for items four and five also support the assertion that participants did not feel as supported by their supervisors as by the staff of the Office of Cultural Proficiency.

Items six through nine are phrased in terms of the participant experiencing difficulty during the portfolio process; thus lower means are considered more positive for these. According to the means, participants experienced the most difficulty in the implementation of their portfolio project. This is consistent with feedback following seminar meetings. Despite perceived difficulty in implementation, participants found the evaluation of their portfolios the least challenging part of the process. This may be a function of the amount of guidance provided regarding the presentation and evaluation of portfolios and related materials; they are provided with templates and examples for their portfolio and information on supporting materials to include.

Based on the last two items, it appears as though the Portfolio Cohort participants perceived their experience quite positively. Though not extremely high, the mean for item eleven indicates many participants believe their project positively impacted their school/organizational environment. Finally, item twelve's high mean points to the fact that participants believe their training was worthwhile and beneficial; enough so that they would recommend it to colleagues. Table G presents these data.

Highly Qualified Staff (continued)

Table G: Item Response Means for Portfolio Participant Survey ⁹

#	Item	Mean
1	The Cultural Proficiency Office fully supported me throughout each stage of my portfolio process (idea development, planning, and implementation).	5.67
2	The implementation of my portfolio project was advocated and supported by my organizational leaders (i.e., school administrators, supervisors, etc.).	5.05
3	Successes experienced by myself and other members of my Portfolio Cohort were recognized and shared during meetings.	4.75
4	Any success of my individual portfolio project was shared with my school community by those in leadership positions.	3.26
5	Support given during portfolio process by supervisor or colleagues was public and overt.	3.67
<i>I experienced a number of challenges during the following stages of my portfolio process...</i>		
6	...Idea Development.	3.00
7	...Planning.	3.00
8	...Implementation.	3.48
9	...Evaluation.	2.62
10	I felt confident in my supervisor (from Office of Cultural Proficiency) to help me solve/address any challenges or problems that arose during my portfolio process.	5.05
11	My portfolio project has had a positive impact on the climate of my school/office/organization.	4.95
12	I would recommend the Portfolio Cohort training to my colleagues.	5.57

Portfolio Cohort Supervisor Results

Based on means for the first item, supervisors felt that the Office of Cultural Proficiency supported them in their role as mentor to Portfolio Cohort participants. Despite relatively low means for items four and five on the participant survey (See Table 7), supervisors felt they both shared participant’s successes with the school community and provided them support that was public and overt. This is supported by the means for items three and four below.

Consistent with responses from participants, supervisors viewed the Portfolio Cohort training in a positive light. Means for item six indicate they felt their participant’s portfolio project had a positive impact on the school or organizational environment. Overwhelmingly, the supervisors reported that they would recommend the Portfolio Cohort training to other members of their staff. Table H presents these data.

⁹ Measured on a scale with anchors of One and Six

Highly Qualified Staff (continued)

Table H: Item Response Means for Portfolio Supervisor Survey ¹⁰

#	Item	Mean
1	I was fully supported by the Office of Cultural Proficiency in my efforts to mentor my school's Portfolio Cohort participant.	5.73
2	I fully supported and advocated for the implementation of my school's Portfolio Cohort participant's project.	5.93
3	I shared any success of my school's Portfolio Cohort participant in the implementation of his/her project with the entire school community.	4.80
4	I provided public and overt support to my school's Portfolio Cohort participant.	5.40
5	I felt confident in my ability to help my school's Portfolio Cohort participant solve/address any challenges or problems that arose during his/her portfolio process.	5.53
6	My school's Portfolio Cohort participant's project has had a positive impact on the climate of my school/office/organization.	5.67
7	I would recommend the Portfolio Cohort training to other members of my staff.	5.86

Preliminary Summary of Findings

1. Despite numerous dates being rescheduled because of school closing and delayed openings, the vast majority of training activities occurred as scheduled.
2. According to responses from the focus group, Portfolio Cohort participants indicated both positive and negative aspects of their training experience.
 - a. Nearly all indicated increased cultural awareness as a benefit of participation.
 - b. Resistance of school staff was mentioned as a major impediment to sharing the cultural proficiency message in their schools.
3. Though not indicated in this report, Introductory Awareness Series participants also participated in focus groups and had many responses similar to Portfolio Cohort participants. Where the two groups seem to diverge is in actions taken by Portfolio Cohort participants within their school building to share the message of cultural proficiency.
 - a. Perhaps as a function of program structure, those in the Portfolio Cohort participated in more and a greater variety of activities to share cultural proficiency message in their school/organization than those only completing Introductory Awareness Series.
 - b. Nearly all Portfolio Cohort participants reported engaging in activities to implement culturally proficient practices in their schools or organizations completely independent of the Office of Cultural Proficiency.
4. Overall, Portfolio Cohort participants experienced significant gains in culturally competent behavior and beliefs (as measured by the Staff Cultural Competence Self-Assessment) across the 2009-2010 school year. Based on estimates of effect, upwards of 35 percent of this change can be attributed to Portfolio Cohort participation.
5. Though nearly one-third of the 2009-2010 Portfolio Cohort activities were related to the portfolio project, participants felt not enough time was dedicated to the project and/or process. This feeling of lack of time to the project persisted throughout all sessions.
6. According to survey responses from both Portfolio Cohort participants and their supervisors, they all seemed to have positive perceptions of the overall training experience.

¹⁰ Measured on a scale with anchors of One and Six

Highly Qualified Staff (continued)

- a. Both groups felt they received a great deal of support from Cultural Proficiency staff throughout the portfolio process.
- b. However, perceptions of certain aspects of the portfolio process differed quite dramatically between participants and supervisors. Participants felt their school administrators or office supervisors did not provide them with adequate guidance and support in the completion of their portfolio, whereas supervisors perceived the amount of support and guidance they gave participants quite positively.

Future Directions/Recommendations for Next Steps

Based on the findings of the evaluation of the Portfolio Cohort conducted during the 2009-2010 school year, SAPE staff outlined several future directions. These future directions are separated into those related to the implementation of the Cultural Proficiency Portfolio Cohort training and those related to subsequent evaluations of the Cultural Proficiency program.

Future Directions for Implementation

1. There has been an expressed need for additional support following participation in Cultural Proficiency training programs (both Introductory Awareness Series and Portfolio Cohort). To meet those desires, the following actions may be taken by Cultural Proficiency staff:
 - a. The development of a conference on CLC to serve as a communication link and a repository for materials, information and activities related to Cultural Proficiency
 - b. The formation of an additional training module designed to facilitate individuals who have completed the portfolio process to become Cultural Proficiency facilitators within their home school or organization. These site-based facilitators would serve as a liaison between the Office of Cultural Proficiency and individuals within their respecting school or organization.
2. It is recommended that Cultural Proficiency staff explore changing the format of the Portfolio Cohort training experience to address concerns of many participants that not enough time was dedicated to portfolio project/process.
 - a. Staff may work to provide participants with more feedback related to all aspects of their portfolio in a timely manner.
 - b. More time to work on the development and the implementation of the portfolio project should be provided during each Portfolio Cohort seminar.
3. Based on relatively low participant perceptions of support and guidance from school administrators and office supervisors, additional training must be provided to those charged with supervising an individual completing the portfolio process. In addition, the role and responsibilities of this individual must be explicitly stated and clearly communicated by Cultural Proficiency staff prior to the beginning of Portfolio Cohort training.

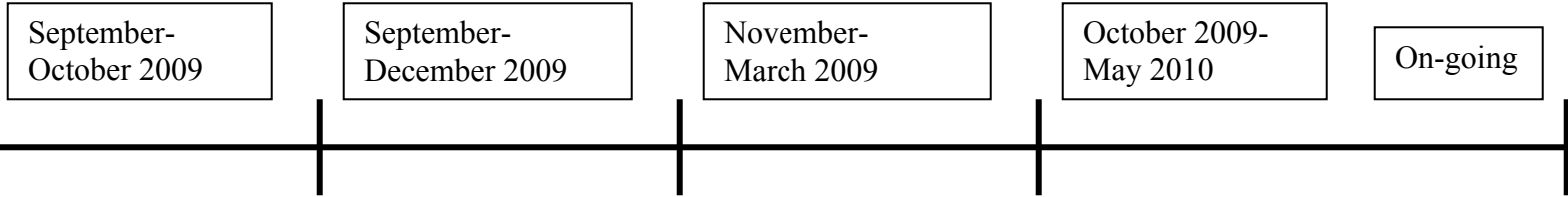
Future Directions for Evaluation

1. In the 2010-2011 school year, the unit of analysis will remain current and former Portfolio Cohort participants. Focus groups and the administration of the *Staff Cultural Competence Self-Assessment* will become staples of this evaluation and will serve as the foundation for subsequent evaluative methods used in the future.

Highly Qualified Staff (continued)

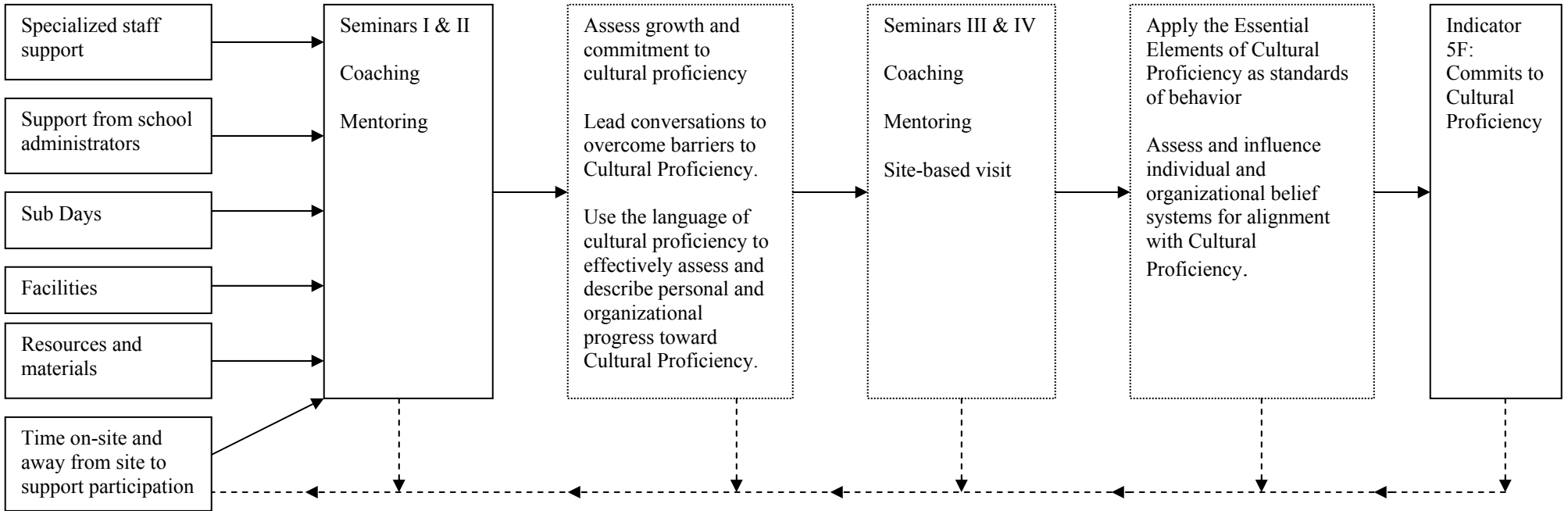
2. As the focus of the evaluation expands, an instrument to measure the extent to which a specific school, office, or organization is committed to the tenets of Cultural Proficiency will be developed. Such an instrument will be developed through collaborative efforts of Student Assessment and Program Evaluation, and Cultural Proficiency staff.
3. Finally, indicators designed to measure attributes of non-teachers will be developed by Student Assessment and Program Evaluation staff.
 - a. A minor limitation of the study is that the current materials were designed primarily with classroom teachers in mind.
 - b. This is of particular importance as Cultural Proficiency staff plans on increasing its focus to include training modules specifically for school administrators.

Appendix A
HCPSS
 Cultural Proficiency
 Portfolio Cohort
 Logic Model



Inputs
Outcomes
Indicators

Professional **Outcomes** **Professional** **Outcomes**
Learning Activities **Benchmark I** **Learning Activities** **Benchmark II**



Formative Evaluation

*Did portfolio activities take place as planned?
 What were participants' perceptions' of portfolio activities?
 Was implementation advocated, facilitated and supported?*

Summative Evaluation

*Did the portfolio activities achieve the intended outcomes?
 Did participants effectively apply new knowledge and skills?
 Did the implementation of cultural proficiency affect organizational climate and procedures?*

Contextual Factors That May Affect Participation & Outcomes- Time commitment both in and out of site, Competing priorities at the site, Resistance or unawareness to change at the site to better serve staff, students and community.

Appendix B: Cultural Proficiency Portfolio Cohort Agenda and Materials Inventory Template

Agenda Inventory

Topic to Be Addressed	Day	Essential Element/Outcome?	Was it Addressed	Time Spent on Topic	Additional Comments

Materials Inventory

Material Name	Day	Medium	Topic Supplemented	Essential Element/Outcome?	Was Material Used	Time Spent Referencing Material	Additional Comments

Appendix C: Cultural Proficiency Portfolio Cohort Staff Cultural Competence Self Assessment

Directions: *Please rate on a scale of 1 to 5 (1=Never, 2=Almost Never, 3=Sometimes, 4=Almost Always, 5=Always) the extent to which you endorse the following:*

1. ____ I ensure that magazines, brochures, and other printed materials reflect the different cultures present in a diverse and changing world.
2. ____ I understand that the perception of education has different meanings to different cultural or ethnic groups.
3. ____ I am aware of how my culture defines family.
4. ____ I ensure directly or indirectly (by reminding administration or other staff) that information sent home takes into account the average literacy levels and language of the students and families served by our school.
5. ____ I understand that my religious views and other beliefs may influence how I respond to traditional education and how that impacts students and individuals.
6. ____ I understand that how I, and those of my culture, view the value of education and the prescribed roles of teachers, students, and parents may differ from students and families of diverse cultural backgrounds.
7. ____ I understand the ways in which race, ethnicity, culture, language and social class interact to influence student behavior.

When interacting with linguistically diverse students and families (English Language Learners and those with varying English dialects) I keep in mind that:

8. ____ Their limited ability to speak the language or to express themselves in the same way as the dominant culture has no bearing on their ability to communicate effectively.
9. ____ I use bilingual-bicultural staff and/or personnel to interpret during meetings and other occasions for students and families who need or prefer this level of assistance.
10. ____ For students and families who speak languages or dialects other than English, I learn and use key words in their language so that I am better able to communicate with them.
11. ____ I understand that it may be necessary to use alternatives to written communication for some students and families, as direct communication via phone or through another person or organization with which they are familiar may be more effective and preferred.
12. ____ I seek out information in an attempt to understand any familial colloquialisms used by my students and families that may impact our communication.
13. ____ When using videos, films, or other media resources, I ensure that they reflect the cultures and ethnic background of individuals present in a diverse and changing world.

14. ____ I am aware of my values that may conflict or be inconsistent with cultures or ethnic groups other than my own.
15. ____ I screen books, movies, and other media resources for negative cultural, ethnic, sexual orientation, or racial stereotypes before using them in curriculum and instruction or sharing them with students and families served by our school.
16. ____ I am able to intervene in an appropriate manner when I observe students or other staff engaging in behaviors that show cultural insensitivity, racial bias, and prejudice.
17. ____ I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).
18. ____ I accept and respect that male-female roles may vary significantly among different cultures and ethnic groups, including my own (e.g. who makes major decisions for the family).
19. ____ I understand that age and life cycle factors must be considered in interactions with individuals and families (e.g. high value place on the decision of elders, the role of eldest male or female in families, or roles and expectation of children within the family).
20. ____ I keep abreast of the major educational concerns and issues for the varying learning styles and ability levels of students served by our school.
21. ____ Even though my professional or moral viewpoints may differ, I accept the parent/guardian and families as the ultimate decision makers for educational services and supports needed for their child.
22. ____ I recognize that the value of education may vary greatly among cultures.
23. ____ I know how to modify my instruction so that students from diverse ethnic, racial, cultural, linguistic, and ability groups will have an equal opportunity to learn.
24. ____ I display pictures, posters, artwork, and other décor that reflect the various images of a diverse and changing world.
25. ____ I seek information from students, families, or key community resources that will assist in curriculum/instruction adaptation to respond to the needs and preferences of culturally and ethnically diverse groups served by our school.
26. ____ I keep abreast of the major educational concerns and issues for the ethnically and racially diverse student/family population served by our school.
27. ____ I am aware of the socio-economic and environmental situation in which I was raised.
28. ____ I recognize and accept that individuals from culturally diverse backgrounds, including myself, may desire varying degrees of acculturation into the dominant culture.
29. ____ I am aware that socio-economic and environmental factors can contribute to educational problems for the culturally, ethnically, and racially diverse populations served by our schools.

30. ____ I do not allow my knowledge of socio-economic and environmental factors to lower my expectations for my students regarding their behavior or academic performance.
31. ____ I am aware of how I view age and life cycle factors.
32. ____ Before making a home visit, I seek information on acceptable behaviors, courtesies, customs, and expectations that are unique to the culturally and ethnically diverse groups served in our school.
33. ____ I reflect on the policies and practices of my school to determine which students are better served by our school's current policies and practices and then provide additional support as needed.
34. ____ I avail myself to professional development and training to enhance my knowledge and skills in the provision of services and supports to culturally, ethnically, racially, and linguistically diverse students.
35. ____ I strive to become competent in the most current and proven best practices for educating students from diverse ethnic, cultural and linguistic backgrounds as well as those with diverse learning styles.
36. ____ I advocate for the review of my school's mission and vision, goals, policies, practices and procedures to ensure that they incorporate and reflect principles and practices that promote cultural and linguistic competence.

Appendix D: Cultural Proficiency Portfolio Cohort Day 1 Workshop Feedback Form

Feedback and Evaluation
Professional Portfolio Cohort - Day 1

1. Overall, my professional development experience today was effective & useful. (Circle)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

What went well today and what should change for the next time around? (chart below)

+ Pluses (Strengths to Retain or Increase)	Δ Deltas (Weaknesses to Reconsider or Eliminate)

Questions I have...

Additional Comments:

Appendix E: Cultural Proficiency Portfolio Cohort Day 2 Workshop Feedback Form

Feedback and Evaluation Professional Portfolio Cohort - Day 2

1. Overall, my professional development experience today was effective & useful. (Circle)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Rate your opinion regarding each of the outcomes for today. Today, I...

a. Built a collaborative learning community.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

b. Increased understanding of myself in the context of the Barriers to Cultural Proficiency

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

c. Progressed within the professional portfolio process.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

What went well today and what should change for the next time around? (chart below)

+ Pluses (Strengths to Retain or Increase)	Δ Deltas (Weaknesses to Reconsider or Eliminate)

Questions I have...

Additional Comments (use back of page):

Appendix F: Cultural Proficiency Portfolio Cohort Day 3 Workshop Feedback Form

Feedback and Evaluation

Professional Portfolio Cohort - Day 3—Nov. 10, 2009

1. Overall, my professional development experience today was effective & useful. (Circle)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Rate your opinion regarding each of the outcomes for today. Today, I...

d. Built a collaborative learning community.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

e. Increased understanding of The Essential Elements as standards for culturally competent values, behaviors, policies, and practice.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

f. Reflect upon, discuss, and plan for the next steps in the portfolio process.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

What went well today and what should change for the next time around? (chart below)

+ Pluses (Strengths to Retain or Increase)	Δ Deltas (Weaknesses to Reconsider or Eliminate)

Questions I have...

Additional Comments (use back of page):

Appendix G: Cultural Proficiency Portfolio Cohort Day 4 Workshop Feedback Form

Feedback and Evaluation

Day 4: Assessing Personal and Organizational Progress

1. Overall, my professional development experience today was effective & useful. (Circle)

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Rate your opinion regarding each of the outcomes for today. Today, I...

Use the language of cultural proficiency to recognize, describe, and participate in discussions about behaviors and practices that are both healthy and counterproductive to diversity, inclusion, and success for all.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Comments:

Progress within the portfolio process.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Comments:

Develop as a learning community

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Comments:

Appendix H: Cultural Proficiency Portfolio Cohort Focus Group Questions

1. After completing the initial Five-Day Cultural Proficiency Introductory Awareness Seminars, what motivated you to participate in the Cultural Proficiency portfolio cohort? What did you expect to gain through this participation?
2. What were your personal goals related to your participation in the Cultural Proficiency Portfolio Cohort? Did you accomplish these goals? Please identify specific attributes of your school or the Cultural Proficiency Program that you believe helped you accomplish these goals?
3. How, do you believe, has your participation in the Cultural Proficiency Portfolio Cohort benefited your students? Please provide examples.
4. What aspects of the Cultural Proficiency Portfolio had the greatest impact on your beliefs, attitudes, and behaviors related to the topic?
5. Are there any additional supports you would have liked to receive? Please explain.
6. Have you shared the insight that you have gained through participation in the Cultural Proficiency program with others? Please explain.

Appendix I: Cultural Proficiency Portfolio Cohort Focus Group Detailed Results Write-Up

Motivations for Participation/Desired Outcomes

Of the six participants, three stated that they were asked by a school administrator to participate in the Portfolio Cohort. One individual's statement indicates that although her administrator invited her to participate, she was quite enthusiastic about joining the Portfolio Cohort: *"...my principal asked me...I really enjoyed it too--he didn't have to coax me."* The other three stated that they simply desired to continue their Cultural Proficiency journey through their participation in the Portfolio Cohort. As one participant stated, *"After the Introductory Awareness, I wanted to know more. I really enjoyed the experiences so I volunteered for it."* It seemed as though, at least among the focus group participants, about half volunteered to participate in the Portfolio Cohort and the others were recruited.

Individuals provided several goals or desired outcomes for their participation in the portfolio Cohort. The most commonly stated goal was to continue their personal Cultural Proficiency journey. This was mentioned by five of the six participants. The following comment states the importance of personal growth for those participating in the Portfolio Cohort, *"Just from that personal growth perspective; and it is a venue for discussion, pure and simple."*

Another goal mentioned by quite a few participants was to gain the ability to positively influence their environment. Once again, this was expressed by five of the six members of the focus group. Based on comments made by the participants, the desire to positively influence their environments could be achieved in a number of ways and was often accompanied by other desired outcomes. For example, the following comments made by two participants illustrate their desire to become more empowered to influence their environment: *"...my expectation was just that I become comfortable enough sharing; so even though I had some fear about it, that I'd be received."* and *"...that is what I expected the cohort group to do; to give me the strength within myself to provide them [school staff] with some good experiences...Just giving me the power to share this idea."* Others mentioned just gaining more tools and activities to take back and share with their school staff; this is supported by the following comment: *"...showing other people how important it was and making them more aware. Building from that and showing at the other staff meetings how well it can work."*

Not only did participants want to go back to their schools and share some of the knowledge they gained through their Cultural Proficiency Portfolio Cohort participation, but they also wanted to use and apply the tools that they learned. For example, one participant mentioned wanting to make people more aware of negative comments that they may make; her statement was as follows: *"It was those downward-spiraling comments that you just wanted to get people to maybe think a little bit about things that they were saying and their stereotypes."* Others stated that they wanted to use their knowledge to further examine some of the beliefs and practices common to their school. This assertion was supported by a statement made by a focus group participant: *"I was a part of another group in the school...I wanted to help [this group] look at their mission to see if their mission lined up with their beliefs and values as far as Cultural Proficiency."* Based on the above comments, participants wished to gain a number of skills and abilities through their participation in the Portfolio Cohort.

Benefits of Cultural Proficiency Portfolio Cohort Participation

As with the Introductory Awareness Cadres, several participants cited increased awareness as a major benefit of the portfolio process. One participant stated this in terms of behaviors that may persist without the presence of her Cultural Proficiency experience, *"Cultural Proficiency raises a sense of consciousness to what you do and without that piece you may subconsciously do some things, but they are not purposeful."* Another participant mentioned becoming more aware of their impact on students as a result of the portfolio process, *"...it just really built the awareness of how things I do everyday impact my students."* Also, the statement, *"[before] I never felt*

empowered enough to say, 'this is not right'...", indicates that some felt more empowered to address conflict or culturally insensitive remarks made by others because of their participation in the Portfolio Cohort.

Along with realizing the impact that their individual actions had on students, participants mentioned recognizing the impact of school and district-wide policies and practices. This was made evident by the following comment: *"... [I now recognize] how the policies and procedures and the way things are done impact my students, and also how the curriculum can."* Finally, it was also mentioned that participation in the Cultural Proficiency Portfolio Cohort brought about a change in behavior. As one participant stated, this change was a result of both their participation in the Introductory Awareness Cadres and the Portfolio Cohort, *"...going through this whole process of Cultural Proficiency, we learned that you cannot make any assumptions."*

Attributes of School or Cultural Proficiency Program that Facilitated Individual or School-wide Success

These participants were also asked to identify the specific attributes of either their school or the Cultural Proficiency Portfolio Cohort program that helped them meet the goals and objectives they outlined earlier; they also identified those attributes that made sharing information related to Cultural Proficiency easier or more effective. Several participants stated that the Portfolio Cohort provided them with a support system that would not have been present otherwise. This speaks directly to requests for additional meetings and follow-up made by a majority of the Introductory Awareness Cadre participants interviewed earlier. Most of the participants who identified the presence of a support system as a program strength stated that it gave them the courage and resolve to return to their schools and share the knowledge that they gained through their Cultural Proficiency participation. This is illustrated quite well through the following comments: *"...hearing those things other people were doing gave me the courage to go back to my school and do it...like a support system..."* and *"A big thing for me was being around people who were just as excited as me about the journey...That was good because it really helped to empower you and encourage you."* One participant recounted how the structure of the portfolio process really helped her to achieve goals she had related to advancing her career, *"...the panel thing that we did at the end was amazing. Having gone through that two months before I went through my panel interview for my new position, was invaluable how important that piece of my experience as a Howard County employee impacted how I answered questions in my interview."* Thus, the structure of the program and the tools used to gauge progress may have had the unintended, positive effect of preparing individuals to successfully pursue new positions within the HCPSS.

Along with the attributes of the actual Portfolio Cohort program that enabled the success of participants, characteristics of schools that best supported those Portfolio Cohort participants were also identified. A participant having the support of building administrators was mentioned as the most important school characteristic related to the successful sharing of information related to Cultural Proficiency in a school. One participant mentioned that her administrators making Cultural Proficiency a priority was quite helpful in getting the information to all staff, *"...the administration thinking this was an important piece; that was one of the things that really helped at my school."* Another stated that her administrators' support has allowed her to do the activities that she felt were the in the best interest of her staff, *"...my administration was really on board and they gave me a lot of free reign."* Finally, one participant indicated that low staff turnover at her school allowed them to experience very few challenges in the process of disseminating cultural proficiency values and practices throughout the school. She also stated that this is something that this is an environment that has existed at her school since the very first Introductory Awareness Cadre (2004–2006), *"One of the attributes of my school that made Cultural Proficiency somewhat of an easy thing to bring was the fact that we had a principal who went through all three years with us. We had a lot of the same teachers that went all the way through the process together. I think a lot of the other cadres had shifts in administration and teachers moving and transitioning..."* In her comments she also speaks to the fact that staff turnover is an acknowledged challenge in the implementation of cultural proficiency plans at many other schools.

Problems/Issues with Cultural Proficiency Training

Despite the overwhelmingly positive opinions of the Cultural Proficiency program held by these Portfolio Cohort participants, there are some who faced challenges related to their Cultural Proficiency training. Although they seemed less concerned with the challenges that they faced, these participants voiced some of the same concerns as those in the Introductory Awareness Cadres. The challenge mentioned most often by participants was resistance of staff; despite this being similar to feelings expressed by Introductory Awareness Cadre participants, the reasons for this resistance seem a bit different. From the Portfolio Cohort participants' perspective, the resistance of staff is a result of the perception that Cultural Proficiency is a fad. This sentiment is expressed by the following comments from two participants: *"...the idea that Cultural Proficiency is the 'new thing' and its just the newest thing and its going to be out soon."* and *"...when it comes down the pipe, its something new, its one more thing that is here today, gone tomorrow."* Another reason for staff resistance, which was lack of time, is illustrated by this comment made by a participant, *"You hear a lot of that, 'one more thing' sentiment...people are just so overwhelmed."* This perception was expressed by nearly every participant.

Another challenge that was mentioned several times was that of staff turnover. It stands to reason that this would be an issue since one participant mentioned that the lack of staff turnover at her school was what made the implementation of practices related to cultural proficiency so effective. There seemed to be two specific reasons why staff turnover presented itself as a challenge to participants. The first was that staff turnover led to inaction on the part of the remaining staff that went through the Cultural Proficiency training, as evidenced by the following comment: *"...my school did not continue with it and I was one of the few people who was still in my school and a part of the original cadre."* Also changes in school administration have the potential to introduce administrators for whom cultural proficiency is not a high priority to schools where the previous administrator may have focused heavily on cultural proficiency and related tenets. This exact situation was recounted by a participant in the following statement: *"I'm a little worried because we have a new principal this year. Last year, our principal was very supportive... our new principal has not been that supportive in getting back to us up until now. Again, the concern is how much is it going to be valued by the staff with a new principal in place? It is really going to be up to us to keep it present and really important?"* Unfortunately, issues of staff turnover are not easily addressed and will most likely continue to be a challenge.

Finally, several participants voiced a desire for additional materials, support, and follow-up. One participant mentioned that she believed additional meetings would be beneficial as they would provide them with the support they received during the portfolio process; her following comments explain this sentiment: *"An additional thing for me would be the opportunity for that group to come together again, periodically, maybe even just once a year. I really miss that opportunity and we did become so close. That was for me the most valuable part; that is what kept me going."* There was also a desire expressed to have a medium to share ideas and resources with one another. As was mentioned by those in the Introductory Awareness Cadres, the possibility of creating a Cultural Proficiency conference on CLC was introduced through the following statement: *"...so many of us have done different things, it would be nice if we could start a conference or something. Just something for us to know which people have done different activities; for us to be resources for one another."* This idea seemed to be enthusiastically supported by all focus group participants.

Activities to Share Cultural Proficiency Message

It was with this question that the differences between those who participated in only the Introductory Awareness Cadres and the individuals who went on to participate in the Portfolio Cohort became quite apparent. Those who went through the portfolio process implemented both more and a greater variety of changes in their schools than those who only participated in the Introductory Awareness Cadres; this difference was expected. The activity that was mentioned by nearly every participant was that they went on to share lessons and/or activities related to cultural proficiency at several staff meetings. As evidenced by the following comment, *"We did a lot; we had staff meetings all of the time that incorporated Cultural Proficiency and activities that helped build and understand the culture of the school community."*, included topics related to cultural proficiency in every staff meeting. Others reported having specific meetings dedicated solely to sharing the message of cultural proficiency; this is illustrated by the following comments: *"I'm running the Cultural Proficiency meetings at my*

school...We have the people who didn't go through the Introductory Awareness piece." Although most individuals mentioned facilitating these meetings as a portion of their portfolio project, several indicated that they were still conducting such meetings despite having completed their portfolio projects the previous academic year.

Another practice that was mentioned by more than half of the participants was that they were not just examining, but attempting to change certain school-based practices that may not be Culturally Proficient. In the following statement, an individual recounts her approach to the practice of observing December holidays and issues with the exclusion of certain student groups: *"...my team has always done the holidays in December, which has always been a pet peeve of mine...I realized that my problem with it was that it is not inclusive...So we changed it and...now we do heritage presentations; it can be on holidays, but we do them all year round."* Examining curricular materials for the presence of themes and resource materials that may not be Culturally Proficient was something also mentioned by several participants. Participants reported doing this on an individual level, as demonstrated by the following comment: *"...when I get a curriculum guide now...I think about what else I need to bring to make it more inclusive or what other approaches do I need to use."* It is important to note that not only does this participant examine the curricular materials, but she also considers what actions she can take to make the lessons more inclusive and Culturally Proficient. Another participant reported turning the review of curricular materials into an activity; based on her following comments, she felt this was a very well received activity: *"[my school's third grade team] analyzed a lesson. They found so many...things that were not culturally proficient. We got to reflect of this and it was eye-opening for them..."*

Finally, several participants reported bringing some of the lessons back to their students or using knowledge and abilities that they gained through their participation to impact their students. Some of the specific actions taken by participants were quite innovative; for example, in the following statement, a participant recounts introducing some cultural proficiency activities to a specific student organization: *"I used to sponsor the Black Student Union...I decided that we have a meeting where everybody had to invite someone who was not Black...we did the name activity and we did a Cultural Proficiency perceptions activity...I think this was very eye-opening for them."* Another participant reported serving in an advisory capacity in order to help address school conflict related to racial issues: *"...we did an activity for another group. It was a team that said they were trying to bring more tolerance to the school because we had a very racially tense environment at the school around election time."* Regarding the two previous statements, the participants credit their Portfolio Cohort experience with giving them the confidence, knowledge, and courage to engage in both of these activities. Another participant indicated that the focus on values throughout her Cultural Proficiency experience, led her to emphasize the development of values in her classroom. The following comment indicates some of the positive outcomes of that process: *"...working with my team to come up with our values has helped me to come up with my own classroom values for my students...It really helped my very different class embrace each other and to understand that we can be very different but that we can share that common thread of valuing honesty and communication in our classroom."*

Appendix J: Cultural Proficiency Portfolio Cohort Participant Day Five Survey

Participant ID: _____

Please indicate the extent to which you agree with the following statements:

1. The Cultural Proficiency Office fully supported me throughout each stage of my portfolio process (idea development, planning, and implementation).

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

2. The implementation of my portfolio project was advocated and supported by my organizational leaders (i.e., school administrators, supervisors, etc.).

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

3. Successes experienced by myself and other members of my Portfolio Cohort were recognized and shared during meetings.

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

4. Any success of my individual portfolio project was shared with my school community by those in leadership positions.

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

5. Support given to me during the portfolio process by school supervisors or colleagues was public and overt.

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

6. I experienced a number of challenges during the following stages of my portfolio process:

a. Idea Development

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

b. Planning

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

c. Implementation

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

d. Evaluation

Strongly Disagree 1 2 3 4 5 **6 Strongly Agree**

7. I felt confident in my supervisor to help me solve/address any challenges or problems that arose during my portfolio process.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

8. My portfolio project has had a positive impact on the climate of my school/office/organization.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

Please indicate some of the areas impacted:

9. I would recommend the Portfolio Cohort training to my colleagues.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

Appendix K: Cultural Proficiency Portfolio Cohort Supervisor Survey

Please indicate the extent to which you agree with the following statements:

1. I was fully supported by the Office of Cultural Proficiency in my efforts to mentor my school's Portfolio Cohort participant.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

2. I fully supported and advocated for the implementation of my school's Portfolio Cohort participant's project.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

3. I shared any success of my school's Portfolio Cohort participant in the implementation of his/her project with the larger school community.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

4. I provided public and overt support to my school's Portfolio Cohort participant.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

5. I felt confident in my ability to help my school's Portfolio Cohort participant solve/address any challenges or problems that arose during his or her portfolio process.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

6. My school's Portfolio Cohort participant's project has had a positive impact on the climate of my school/office/organization.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

Please indicate some of the areas impacted:

7. I would recommend the Portfolio Cohort training to other members of my staff.

Strongly Disagree 1 2 3 4 5 6 **Strongly Agree**

New for 2010:

In 2009, the Maryland Teacher Professional Development Advisory Council recommended that the State Board revise the Code of Maryland Regulations (COMAR) to provide guidance to LSSs on providing an induction program for all teachers new to their district. Following review by LSS staff and a public comment period, in April, 2010, the State Board of Education adopted COMAR 13A.07.01. Also in April, 2010, the Maryland General Assembly passed a statute (SB899/HB1263) which expanded the number of years new teachers may serve before being granted tenure. As a part of that Statute, districts are required to provide induction and mentoring support.

In the 2010 Master Plan updates, districts should submit an overview of their Teacher Induction Program. For the overview, districts should describe how their program addresses the Induction Program COMAR in:

(1) The content, structure and participant outcomes of the following elements:

a. Orientation program before the school year begins

Structure:

Each year, the Howard County Public School System (HCPSS) provides a three-day orientation for new hires in August, prior to the start of the school year. Certificated staff members are introduced to the system mission, goals and initiatives. They also attend curriculum content sessions led by Division of Instruction coordinators, instructional facilitators, resource teachers and master teachers. New staff members also attend a half-day school-based orientation led by school staff. During New Teacher Orientation week, new hires have opportunities to create classroom and instructional materials at the Teacher Resource Center. The participant outcomes for New Teacher Orientation (NTO) are as follows:

Outcomes - NTO participants will:

- Begin to establish positive relationships with HCPSS staff members who provide support and resources.
- Deepen understanding of effective strategies for creating a positive classroom environment and establishing positive relationships with students.
- Identify and engage in essential instructional practices for their curriculum areas.
- Become aware of HCPSS's commitment to Cultural Proficiency.
- Receive information about:
 - Access to resources for curriculum and instruction.
 - Resources and benefits available to HCPSS employees.
 - Policies and procedures relevant to their professional responsibilities.

Content:

During curriculum and program area sessions, new hires interact with the central office staff members who will provide on-going support during the school year. They receive information about curriculum resources, recommended instructional approaches, building positive relationships with students and families, and strategies for successfully starting the

Highly Qualified Staff (continued)

school year. In addition to curriculum sessions, teachers have an opportunity to select from a menu of break-out sessions. The sessions are designed to provide differentiated professional development with both the novice and experienced teacher in mind. Certificated staff members also receive training in Aspen, the local student information management system, an overview of expectations for professional and ethical behavior, as well as an introduction to the HCPSS's commitment to Cultural Proficiency.

b. Support from a mentor

Non-tenured teachers are supported in several ways:

- Secondary non-tenured content area teachers are eligible for mentoring support.
- Mentoring support is provided for third year non-tenured teachers as specified in COMAR.
- Reading and mathematics support teachers in designated schools provide support for planning, instruction, and student data analysis.
- Curriculum coordinators, instructional facilitators, and resource teachers provide new teacher seminars, feedback through informal observations, support for lesson/unit planning and instructional delivery, and support for technology integration.
- Teacher Development Liaisons in designated schools receive specialized training in mentoring skills and instructional coaching. Teacher Development Liaisons coordinate school-based support for non-tenured teachers by facilitating non-tenured teacher meetings at the school site and supporting experienced colleagues who work with new hires.

c. Regularly scheduled opportunities to observe or co-teach with skilled teachers

Certificated staff members are afforded opportunities to observe skilled teachers at the discretion of the site-based administrator. School-based and Division of Instruction staff offer multiple opportunities for new certificated staff to observe best practices and engage in co-teaching. Non-tenured and second-class certificated teachers are afforded opportunities to observe teachers at the discretion of the site-based administrator. Guidance for this process is provided through the Resource Manual for School Based Administrators, the Guide to Teacher Evaluation, and the assigned Administrative Director. School administrators use classroom observations and student results to determine which teachers can serve as demonstration teachers.

d. Ongoing professional development sessions

Each semester, workshops/courses targeting non-tenured teachers are offered centrally through the Continuing Professional Development Program. Session content is determined by research in best practice in teacher induction. Additionally, Division of Instruction staff design and deliver sessions for new content area teachers throughout the year.

School-based professional development is coordinated and delivered by site-based staff in collaboration with central office staff. Sessions are customized to meet the needs of new hires in their school setting. The content of these sessions include instructional planning and delivery, formative and summative assessment development, classroom management and organization, technology integration, positive classroom climate, data driven decision-making, and effective use of data tools among other topics.

Highly Qualified Staff (continued)

On-going professional development continues to be offered to central and school-based staff in an effort to build capacity and knowledge in the effective use of mentoring, coaching, and differentiated supervision.

HCPSS engages site based and central office staff in the work of teacher mentoring for non-tenured and second-class certificated teachers. Non-tenured and second-class certificated teachers are provided mentoring services in one or more of the following ways:

- Retired master teachers provide secondary instructional resources, support for planning and strategies for creating a positive classroom environment.
- Central Office Division of Instruction staff provide mentoring for second-class certificated staff as specified in COMAR
- Reading and mathematics support teachers in 16 elementary schools provide support for planning, instruction, and student data analysis.
- Mathematics Instructional Support Teachers in 11 middle schools and six high schools support and provide professional development to non-tenured secondary mathematics teachers.
- Special Education Support Teachers in 10 secondary schools mentor, coach, and support new special education teachers as well as general education teachers.
- Curriculum coordinators, instructional facilitators, and resource teachers provide new teacher seminars, feedback through informal observations, support for lesson/unit planning and instructional delivery, and support for technology integration.
- Teacher Development Liaisons in 52 schools received specialized training in mentoring skills and instructional coaching from the Office of Professional and Organizational Development. Teacher Development Liaisons coordinate school-based support for non-tenured teachers by facilitating non-tenured teacher meetings at the school site and supporting experienced colleagues who work with new hires. Teacher Development Liaisons and other school-based staff are in the process of being trained in the use of an electronic Facilitator's Guide for Non-Tenured Teacher Meetings. The guide provides links to electronic resources that can be used to plan and guide non-tenured teacher meetings. Resources include professional development needs surveys, agenda templates, materials for "recruiting" and supporting school-based staff members who support non-tenured teachers, instructional materials, HCPSS policies and procedures, parent communication and engagement, and other relevant topics.

Additionally, courses and workshops are provided on a semester basis, both on line and in person, through the HCPSS continuing professional development catalog. The Office of Professional and Organizational Development is developing a plan to coordinate systemic and site based training for staff engaged in teacher mentoring.

In addition to the supports delineated above, elementary level new hires attend four full-day training sessions throughout the year that are focused on language arts and mathematics. The sessions are planned by a cross-department planning team and are structured to address HCPSS initiatives and priorities. After school workshops are offered in the fall and spring semesters on topics relevant to new hires. Secondary teachers attend four to five meetings over the course of the year (varies by content area) that are organized by curriculum staff.

Highly Qualified Staff (continued)

New special education staff members attend required training in procedural processes which take place throughout the year, and they also attend school-based professional development coordinated by the Department of Special Education. As noted above, in schools where there are Reading and Math Support Teachers, Math Instructional Support Teachers, and Special Education Support Teachers, meeting schedules are differentiated to meet the needs of the non-tenured teachers in the context of the school setting. In schools where there are Teacher Development Liaisons, sessions are coordinated monthly. All central office staff members who engage in teacher mentoring and support, access the Facilitator's Guide for Non-Tenured Teacher Meeting, as well as the Instructional Strategies Database and the E-guides.

e. Ongoing formative review of new teacher performance based on clearly defined teaching standards

The Guide to Teacher Evaluation and Professional Development, which is currently under revision, provides direction to administrators in the supervision and evaluation of all teachers. *The Guide* is based on *the Frameworks of Excellence in Teaching and Learning* which delineates the standards by which teachers are to be supervised and evaluated. The current standards include Interpersonal Skills, Planning and Preparation, the Classroom Environment, Delivery of Instruction and Professional Responsibilities. Principals set expectations and monitor progress using these standards as a foundation. Central Office content supervisors and administrators observe teachers to facilitate their continuous improvement and achievement of the standards. These observations include a focus on student learning and results that are achieved within a classroom lesson. The revised edition of *The Guide* will expand the standards to include a commitment to cultural proficiency and accountability for student growth and achievement.

The Frameworks document provides a detailed scale of indicators and elements that clarify the standards by which teachers are evaluated. As an example, teacher responsibility for learning results is articulated under professional responsibilities in *The Frameworks*. These expectations are used to assist in the evaluation and retention of teachers in the Howard County Public School System. Teacher evaluation is governed by law, research, best practice, and negotiated agreements.

(2) Their staffing plan, including who coordinates the program, the number of new teachers and the number of mentors and how many new teachers they each serve

The new teacher induction program is coordinated by the Director of Professional and Organizational Development in collaboration with the Directors of Elementary and Secondary Curriculum and Instruction and Special Education. Mentoring support is provided by the following HCPSS staff: reading and mathematics support teachers, elementary and secondary curriculum coordinators, instructional facilitators and resource teachers, Professional and Organizational Development coordinators, facilitators, specialists, resource teachers, and teacher development liaisons. Mentoring support is provided for third year non-tenured teachers as specified in COMAR. HCPSS hired approximately three hundred and fifty new teachers this year. Every effort is made to sustain a one-to-fifteen ratio of new teachers to central office and site based staff engaged in teacher mentoring support.

Highly Qualified Staff (continued)

(3) The process of mentor recruitment, screening, selection and training

Division of Instruction staff members who provide mentoring support for non-tenured teachers are leaders of exemplary teaching and content mastery. Secondary content mentors and special education mentors consist of retired HCPSS staff members who are selected based on their exemplary teaching experience and content mastery. Secondary content mentors are selected through the systemic hiring process for temporary employees. The reviewing of applications, the conducting of interviews, and the selection process is led by the secondary curriculum coordinators in collaboration with the Director of Professional and Organizational Development. Secondary Curriculum Coordinators include Secondary Content Mentors in content team planning and content team professional development. Secondary Content Mentors Participate in professional development coordinated through the Office of Professional and Organizational Development in regard to best practices and teacher mentoring, teacher observation, teacher evaluation, Coaching, Cultural Proficiency, and school improvement planning.

(4) The training provided to Central Office and School-Based Administrators regarding the New Teacher Induction Program

Central Office and school-based administrators and staff members continue to be provided with information about teacher induction activities and events throughout the school year. Central office staff, school administrators and site-based leaders use the *Facilitator's Guide for School-based Meetings with Non-tenured Teachers* as a resource to support new hires.

The guide provides comprehensive electronic resources that can be used to plan site-based, high-quality teacher professional development for non-tenured staff members. The content of the guide supports the domains and indicators of the HCPSS *Framework for Excellence in Teaching & Learning*. The guide also provides comprehensive resources to support mentoring.

(5) To the extent practicable given staffing and fiscal concerns, if any of the following options were adopted for new teachers:

a. A reduction in the teaching schedule

Every effort is made to ensure that new teachers have an instructional assignment and teaching load they can handle.

b. A reduction or elimination of responsibilities in non-instructional duties

Non-instructional duties are assigned by school-based administrators according to the needs of the school. Every effort is made to ensure that teacher workload is equitably and appropriately assigned.

c. Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline or attendance challenges

In support of HCPSS Goals 1 and 2, the Office of Human Resources recognizes that recruiting and hiring diverse and highly effective staff that is reflective of our schools and community is an important component of student success. Each year, the Office of Human Resources publishes a Hiring and Separation Report highlighting data on the experience, age, gender, and race/ethnicity of our newly hired staff members. Additionally, data are published on current demographics of certificated staff by school. School-based

Highly Qualified Staff (continued)

administrators and central office administrators use this data as part of the decision-making process in staffing schools. Every effort is made to ensure that new teachers have an assigned classroom throughout the day, and that they are not assigned multiple preps or to the most challenging classes. Article 7 Section A of the teacher's contract states that consideration shall be given to new and non-tenured teachers in making assignments, recognizing their lack of experience.

If the LSS Induction Program currently does not address one or more of the elements above, the LSS should describe its plan for addressing the gap during the 2010-2011 school year.

(This section will be left blank.)

I.D.vii
Schools that are Safe, Drug-free, and Conducive to Learning

No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.

No Child Left Behind requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year. Note: Information associated with Safe Schools is also included in Part II, Additional Federal and State Reporting Requirements and Attachment 11: Title IV Part A, Safe and Drug-Free Schools and Communities.

Schools that are Safe, Drug-free, and Conducive to Learning

A. Based on the Examination of Persistently Dangerous Schools Data (Table 7.1 – 7.5):

- Where first-time schools are identified, what steps are being taken by the school system to reverse this trend and prevent the identified school(s) from moving into probationary status?

Table 7.1: Number of Persistently Dangerous Schools							
# of Schools	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	0	0	0	0	0	0	0

Table 7.2: Probationary Status Schools			
School	9/30/2009 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
<i>NONE</i>			NA

Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time			
School	9/30/2009 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
<i>NONE</i>			NA

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits						
# of Schools	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 16%	Number With a Suspension Rate that Exceeded 14%	Number With a Suspension Rate that Exceeded 12%	Number With a Suspension Rate that Exceeded 12%
	0	0	0	0	0	0

Table 7.5: Identified Schools That Have Not Implemented PBIS			
School*	School year in which the suspension rate was exceeded	Provide reason for noncompliance	Provide a timeline for compliance
<i>NOT APPLICABLE</i>			

Howard County did not have any persistently dangerous schools.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.¹¹

B. Based on the Examination of Data on Incidents of Bullying, Harassment, or Intimidation (Table 7.6):

Table 7.6 Incidents of Bullying, Harassment, or Intimidation					
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number of Incidents	148	83	51	107	225

1. How would you characterize the prevalence of bullying, harassment, and intimidation in the schools in your system? If you have seen an increase or decrease in reports over the past three school years, explain those in terms of programs and/or procedures that you have implemented.

There has been a marked increase in the number of bullying, harassment or intimidation incidents reported over the past three school years in the Howard County Public School System (HCPSS). An overview of the bullying incidents can be characterized as follows:

- Majority of incidents occur on school property
- Majority of student victims and alleged student offenders fall between 10 and 14 years of age
- Most prevalent alleged motives have been just to be mean, to impress others, religion, and physical appearance, respectively
- Most prevalent description of incidents are making rude and/or threatening gestures, excluding/rejecting the student, hitting, kicking, spitting shoving, and getting another person to hit or harm the student, respectively.

The increase in the number of incidents since the 2006-07 school year may be directly related to the increase in staff, parent and student awareness of the Safe Schools Reporting Act, the implementation of our new policy, and the emphasis on following through with completing the reporting forms.

Board of Education Policy 1060–Bullying, Cyberbullying, Harassment or Intimidation became effective on July 1, 2009. Professional development on this policy was provided for school administrators, school counselors, psychologists, Pupil Personnel Workers, and alternative education staff at the beginning of the 2009-2010 the school year. All schools were provided with a CD containing level appropriate resources such as lesson plans and PowerPoints specifically designed for all staff and one for parents, in both English and Spanish. The Office of Student Services will continue to provide schools with professional development on policy implementation as well as resources for bullying prevention.

¹¹ Section 7-424 of the Education Article of the Annotated Code.

2. What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, and Intimidation Form?

Prior to the start of each school year, principals and assistant principals receive an overview of the Safe Schools Reporting Act of 2005, directions for completion of the reporting and investigation forms and a schedule for reporting their bullying data monthly. Forms are made available for students, staff and parents in the main office, the school counseling office, the media center, and the health services office per Board of Education policy. Forms are also available on the HCPSS website. Principals are required throughout the school year to inform students, staff and parents through announcements, newsletters, school websites, student/employee handbooks and/or information meetings, such as Back to School Nights.

C. Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Table 7.7):

Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying						
Offense	Sexual Harassment		Harassment		Bullying	TOTAL
2003-2004	42		45			87
2004-2005	35		41			76
2005-2006	35		61		3	99
2006-2007	62		86		27	175
2007-2008	63		85		33	181
2008-2009	50		39		26	115
2009-2010	44		47		24	115

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying.

During the 2009-2010 school year, 50 schools were implementing Positive Behavioral Supports and Interventions (PBIS). One of these 50 schools has made a decision to no longer fully implement PBIS for the 2010-11 school year. Four additional schools will be added during the 2010-2011 school year. In addition, many Howard County Schools are implementing programs such as Character Education, Developmental Assets, and Second Step.

Policy 1060–Bullying, Cyberbullying, Harassment or Intimidation was approved by the Board of Education and became effective July 1, 2009. Expectations established for maintaining safe and respectful school climates and workplaces where bullying, cyberbullying, harassment and intimidation incidents occur will continue to be a focus. It also provides standards for identifying and preventing bullying behavior, as well as intervening and supporting students and staff who are exhibiting bullying behavior or who are targets/victims of bullying, cyberbullying, harassment, or intimidation. For the 2009-2010 school year, administrators, staff, students and parents were provided training on the tenets and implementation of the new policy.

Schools that are Safe, Drug-Free, and Conducive to Learning (continued)

This policy holds school principals/supervisors responsible for:

- Providing annual written notice to students, parents, employees, and service providers at the beginning of each school year, to new hires throughout the year, and to new students and their parents upon registration that bullying, cyberbullying, harassment, intimidation, or retaliation are prohibited in the Howard County Public School System (HCPSS)
- Implementing schoolwide procedures for prevention and intervention of bullying, cyberbullying, harassment, intimidation, or retaliation
- Ensuring that professional development occurs annually

During the 2009-2010 school year student services staff revised the ‘Resource Guide for Building a Bully Free Environment.’ All school counselors will be provided professional development on the revised guide during the 2010-2011 school year.

Policy #1020–Sexual Harassment, was revised and became effective on July 1, 2008. The policy requires teachers, school counselors, and administrators who receive complaints or who believe sexual harassment has occurred to take action promptly in accordance with established procedures.

The HCPSS has continued to implement the recommendations of the Superintendent’s Anti-Bullying Task Force as follows:

- The fourth annual K-8 Students for Safe Schools campaign and poster contest was held. The emphasis for the 2009-2010 school year was Choose Civility: The Power Of One. The winning poster was displayed in all elementary and middle schools and in various agency offices throughout the county.
- Essential objectives for anti-bullying and harassment, included in all levels of the Health Education curriculum, were met and teachers utilized the resource materials purchased.
- Counselors were required to include anti-bullying strategies and activities in their 2009-2010 program plans as a strategy for meeting measurable objectives in the reduction of office discipline referrals and suspensions.
- A ‘Resource Guide for Creating a Bully Free Environment’ was revised.
- Professional development using the Guide will be provided for all school counselors in the fall of 2010-2011.
- Anti-bullying and Internet safety resources, purchased with Safe and Drug Free Schools funding, were distributed to counselors and psychologists.
- Safe Schools Reporting Act data were monitored monthly.

D. Based on the Examination of Suspension Data (Tables 7.8 - 7.10):

- 1. Identify the system-wide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups and between genders.**

Schools that are Safe, Drug-Free, and Conducive to Learning (continued)

Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity and Gender (Unduplicated Count)

School Year	Enrollment	African American		American Indian/Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2006-2007	834	445	53.4%	3	0.4%	44	5.3%	51	6.1%	291	34.9%	629	75.4%	205	24.6%
2007-2008	818	423	51.7%	3	0.4%	40	4.9%	43	5.3%	309	37.8%	603	73.7%	215	26.3%
2008-2009	721	374	51.9%	4	0.6%	44	6.1%	49	6.8%	250	34.7%	521	72.3%	200	27.7%
2009-2010	555	314	56.6%	1	0.2%	29	5.2%	39	7.0%	172	30.9%	391	70.4%	164	29.5%

Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity and Gender (Unduplicated Count)

School Year	Enrollment	African American		American Indian/Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2005-2006	1,904	919	48.3%	8	0.4%	86	4.5%	98	5.1%	793	41.6%	1,447	76.0%	457	24.0%
2006-2007	1,939	956	49.3%	10	0.5%	116	6.0%	106	5.5%	751	38.7%	1,479	76.3%	460	23.7%
2007-2008	1,890	925	48.9%	8	0.4%	96	5.1%	126	6.7%	735	38.9%	1,412	74.7%	478	25.3%
2008-2009	1,745	925	53.0%	11	0.6%	99	5.7%	114	6.5%	596	34.2%	1,296	74.3%	449	25.7%
2009-2010	1,763	936	53.1%	7	0.4%	87	4.9%	133	7.5%	600	34.0%	1,337	75.8%	426	24.2%

Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category

School Year	In-School Suspensions			Out-of-School Suspensions		
	#1	#2	#3	#1	#2	#3
2007-2008	704	701	702	405	402	701
	Classroom Disruption	Disrespect	Insubordination	Fighting	Physical Attack on Student	Disrespect
2008-2009	704	701	702	405	402	701
	Classroom Disruption	Disrespect	Insubordination	Fighting	Physical Attack on Student	Disrespect
2009-2010	704	702	101	405	402	701
	Classroom Disruption	Insubordination	Class Cutting	Fighting	Physical Attack on a Student	Disrespect

Monitoring School Improvement: The Howard County Public School System has identified two goals that support its mission to ensure excellence in teaching and learning. Goal 1 focuses on the academic achievement of students and Goal 2 focuses on the provision of safe and nurturing school environments that value diversity and commonality. School improvement teams are required to align their school improvement plans with these goals. All schools use a template for developing measurable Goal 2 objectives and monitoring their progress. On each school improvement plan template, our indicators for safe and nurturing school environments were addressed. These indicators included school attendance, safe school environments (discipline referrals and suspensions), positive school climate, and students dropping out of school (high school only).

Data related to these indicators were regularly reviewed in team meetings and interventions and strategies were developed based on assessed progress in meeting the objectives. The Office of Students Services and Alternative Education collaborated to provide intensive support to 12 schools during the 2009-2010 school year. This intensive support consisted of meeting with the student services/alternative education teams quarterly to review progress in meeting objectives related to the Goal 2 indicators and providing feedback and suggestions in the development of interventions and strategies that support goal attainment. Particular attention is focused on student groups overrepresented in our data, and specific strategies are devised to achieve improvements for those groups.

Schools that are Safe, Drug-Free, and Conducive to Learning (continued)

Continued Implementation of Positive Behavioral Interventions and Supports (PBIS): During the 2009-2010 school year, three new schools joined the PBIS network of schools. School system data continue to support the efficacy of using the PBIS framework as a means of providing safe and nurturing school environments. For the 2010-2011 school year, the system expects to have four additional schools joining the PBIS network.

The majority of the PBIS schools routinely show reductions in the numbers of office discipline referrals and out of school suspensions. The system has also made progress in reducing the disproportionate suspensions among specific student groups in the HCPSS.

The HCPSS continues to provide funding to our PBIS schools to allow for their use of the School-Wide Information System (SWIS) data collection that enables in-depth analysis of disciplinary referrals and trends. Other resource materials are purchased for these schools and workshop wages are provided so that teams of teachers and support staff in these schools can meet to plan schoolwide behavioral supports and interventions.

Professional Development: Ongoing professional development activities for administrators, teachers, and support staff were available throughout the 2009-2010 school year. Focus areas included:

- Creating a positive classroom environment
- Strategies to improve the performance of students receiving free and reduced-price meals services
- Developing measurable and attainable goals and objectives as part of a strategy to improve school improvement efforts
- Reductions of bullying, harassment, and intimidation incidents
- Designing and implementing effective problem-solving teams (with a new emphasis on developing effective high school teams)

Additional strategies used to prevent/reduce incidents of suspension included:

- School-based alternative education staff at the elementary and middle levels continued to use an articulation processes to ensure a more effective transition process for students moving from 5th to 6th grades.
- Schools continued to review monthly suspension reports that disaggregate suspension data by student groups and special service areas. These monthly reviews allowed for formative evaluation of intervention strategies, and encourage school to make changes when the data suggested they were not making sufficient progress in decreasing behaviors that result in suspension.
- Training for staff and administrators on strategies to prevent and reduce incidents of bullying, harassment and intimidation. A policy written to address bullying, harassment, and intimidation became effective July 1, 2009. This training will continue in 2010-2011 to ensure more uniform implementation of behavioral standards, and increase understanding of strategies that can result in decreases in unsafe behavior.

2. Describe the changes or adjustments that will be made, along with the related resource allocations, to ensure sufficient progress. Include timelines where appropriate.

Two major efforts are underway that support reductions in suspensions and encourage safe school behavior and positive school climates:

The Countywide Elementary Alternative Learning (CEAL) Team: The Countywide Elementary Alternative Learning team was formed at the beginning of the 2008-2009 school year to address the needs of elementary school students exhibiting significant behavioral difficulties. While alternative education program options outside of the home school exist for middle and high school students, there are no such programs available for elementary students. Our data reveal that each year 5-15 non-disabled elementary students exhibit significant behavior problems that compromise the ability of the school staff to provide safe and nurturing environments for students. The Countywide Elementary Alternative Learning team was designed to help elementary schools build capacity to meet the needs of the most behaviorally challenged students.

The Countywide Elementary Alternative Learning team is comprised of central office staff and school-based staff representing the Office of Student Services and Alternative Education. This group works in support of the school problem solving team. The problem solving team requests consultation from the Countywide Elementary Alternative Learning team. Through a series of meetings, the teams work to establish functions of behavior, develop interventions based on the perceived functions of behavior, and to evaluate the efficacy of intervention strategies. During the 2009-2010 school year, the Countywide Elementary Alternative Learning team received six referrals, and five of the six students were able to remain in their home schools after additional interventions and supports were implemented.

Expansion of the Evening School Program: In the 2009-2010 school year, funding was provided to increase the number of original credit courses and to implement a credit recovery program. These efforts are designed to ensure that students graduate from high school in a timely fashion. They specifically target our older students (18 years of age and beyond). The opportunity to enroll in evening classes gives these older students an additional option on which to rely as they work to earn their high school diplomas. During the 2009-2010 school year approximately 40 students earned one or more credits through the original credit components of our evening program. In addition, about 20 students earned credit for classes taken through the credit recovery program.

During the 2010-2011 school year, the evening school program will continue its expansion. We plan to offer additional credit recovery classes and one or two additional original credit classes.

Resource Allocations: Increases to the FY11 budget to support safe schools include the following:

- Adding 0.5 counselor for enrollment growth (\$27,500)

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13A.05.05.01.A)^{12, 13, 14} and that the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

E. Based on the Examination of Programs and Services Coordinated with Community Mental Health Providers and Agencies to Support Students with Emotional and Behavioral Needs:

- 1. Describe how the local school system coordinates programs and services with community mental health providers and agencies that provide services for students with personal and/or interpersonal needs (i.e., emotional and/or social needs) in order for these students to progress in the general curriculum.**

Building Relationships with Community Mental Health Providers:

The Office of Student Services and Alternative Education provides opportunities for collaboration among staff and community agencies to support students in need of community-based services. Families in need of coordinated support from multiple community and mental health agencies are referred to The Connection Center that is described in section addressing direct services for HCPSS students.

Collaboration with community services providers is utilized as a component of the Threat Management Process where our partners in the Maryland Center provide assessments for Psychiatry and other community mental health providers.

Professional development has been provided this year by community psychiatrists to our school psychologists, which have included updates on psychotropic medications and on the diagnosis and treatment of anxiety disorders. In addition, members on the Student Services Advisory Committee (SSAC) from the Mental Health Authority, National Organization for Mental Health, the Health Department and the National Family Resiliency Center continue to provide opportunities for the HCPSS to collaborate with agencies in our community that provide services to students and their families.

Direct Services for HCPSS Students: For students who attend the Homewood Center there are opportunities for students to receive mental health services from community providers that address a specific need. Staff from the Homewood Center contract with community providers to obtain these services for individual and/or groups of students as needed. Mental health services provided in 2009-2010 addressed issues including substance abuse, trauma assistance, depression, academic engagement, grief, and bereavement. These services are provided during the school day on the Homewood Center campus. In addition, the Department of Special Education may contract with a specialized community service provider for an Individualized

¹² COMAR 13A.05.05.03(A). The Pupil Personnel Program is a systematic approach to programs and services that use the resources of the home, school, and community to enhance the social adjustment of students.

¹³ COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

¹⁴ COMAR 13A.05.05.06B(12). "Special health needs" means temporary or long-term health problems arising from physical, emotional, or social factors or any combination of these.

Schools that are Safe, Drug-Free, and Conducive to Learning (continued)

Education Plan (IEP) service on behalf of the student.

Collaboration with community service providers is utilized as a component of the Threat Management Process. For students who engage in a threatening behavior (oral or written) that is of high risk to the safety of others in the school a “Risk Assessment” is completed by a community provider to determine whether the student is safe to return to school. The HCPSS contracts with two providers to deliver this service. A family may also choose their own provider and HCPSS staff collaborate with that provider to determine next steps required to meet the identified student's needs and to support their return to the school. Over a three-year period, the number of students evaluated through the Treat Management Process declined from 29 in 2007-2008 to 20 in 2009-2010.

Finally, for families in need of coordinated support from multiple community agencies, a referral to the HCPSS Connection Center is completed. Once a month representatives from up to 15 community agencies, such as Grassroots, Howard County Police Department Youth Division, Association of Community Services, and the Mental Health Authority, meet to develop collaborative strategies that will result in the delivery of support services for students and their families. Referrals to the Connection Center are made only after all school-based resources have been exhausted. The Connection Center provides an opportunity for multiple agencies to break down barriers to support not only the social and emotional needs but also the physical, medical, shelter, economic, and other needs for students and their families. During the 2009-2010 school year, 31 students from 21 families were provided support through the Connection Center.

The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system ensure that any elementary school with a suspension rate¹⁵ of 10% or higher implement Positive Behavioral Intervention and Supports (PBIS) or another behavior management system. If a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene. In addition, COMAR 13.A.08.06.01-02 requires that each local school system ensure that ALL schools with a habitual truancy rate¹⁶ of 6% (SY 2009/2010) implement PBIS or another behavior management system. This percentage decreases to 4% in SY 2010-2011; 2% in SY 2011/2012 and 1% in SY 2012/2013.

Once again, if a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene.

¹⁵ The calculation for suspensions is an offender rate: The unduplicated number of suspended students divided by Sept. 30 student enrollment.

¹⁶ Habitually truant means a student that meets all of the following criteria: (a) The student was age 5 through 20 during the school year; (b) The student was in membership in a school for 91 or more days; and (c) The student was unlawfully absent from school for more than 20% of the days in membership.

Schools that are Safe, Drug-Free, and Conducive to Learning (continued)

- F. Based on the number of schools in the LSS currently implementing PBIS, please describe the district’s capacity to provide ongoing support and training to the school teams and coaches in your system. Where does responsibility for PBIS sit in your system? Is there an FTE (or a portion of an FTE) assigned to provide local support, sustain the initiative and attend statewide activities.**

The Howard County PBIS Leadership Team, in the Office of Student Services, provides ongoing support and training to school teams and coaches. The Leadership team consists of the following HCPSS employees: Director for Student Services, Coordinator for School Psychology and Instructional Intervention, Specialist for Positive Behavior Supports, and a Behavior Specialist. The responsibility for PBIS sits with the PBIS Leadership Team, in the Office of Student Services. The Specialist for Positive Behavior Supports, a full-time employee, is assigned to coordinate local support, sustain the initiative and attend statewide activities.

G. Based on the examination of Suspension data:

- 1. Identify how many elementary schools have a suspension rate of 10% or higher, how many of those schools have already been formally trained in PBIS, and how many have not.**

HCPSS has no elementary schools that meet these criteria.

- 2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of elementary schools that will require New Team PBIS Training in the summer of 2011 based on this regulation.**

N/A

- 3. Please identify other district level strategies to address the needs of schools that meet the target for suspension. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?**

N/A

H. Based on the examination of Habitual Truancy¹⁰ data:

- 1. Identify how many schools have a habitual truancy rate of 6% or higher, how many of those schools have already been formally trained in PBIS, and how many have not.**

HCPSS has no schools that meet these criteria.

Schools that are Safe, Drug-Free, and Conducive to Learning (continued)

- 2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of schools that will require New Team PBIS Training in the summer of 2011, based on this regulation.**

N/A

- 3. Please identify other district level strategies to address the needs of schools that meet the target for Truancy. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?**

N/A

I.E
Addressing Specific Student Groups:
Career and Technology Education, Early Learning,
Gifted and Talented Programs, Special Education

The BTE Act requires LSSs to address in each annual update the performance of students enrolled in specific programs: Career and Technology Education, Early Learning, Gifted and Talented, and Special Education.

In responses to the previous questions, local school systems may have addressed these student groups. Use this space to report on progress toward outcomes and timelines established in the LSSs Master Plan and further elaborate on any revisions or adjustments pertinent to these student groups that the school system has made in its 2009 Master Plan Annual Update.

See the following sections for this information.

Addressing Specific Student Groups

Career and Technology Education

The Bridge to Excellence Act requires that the Master Plan “shall include goals, objectives, and strategies” for the performance of students enrolled in Career and Technology Education (CTE) programs.

Addressing Specific Student Groups

Career and Technology Education

1. **Describe the school system's progress on the implementation and expansion of CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers.**

The Office of Career and Technology Education of the Howard County Public School System (HCPSS) is committed to preparing all students to be successful in career fields of their choosing. These careers require varying levels of education – from high school and postsecondary certificates, to apprenticeships, or two- and four-year college degrees. HCPSS offers a wide variety of academies, both centralized and school-based, where students have the opportunity to learn up-to-date information, engage in hands-on learning experiences, and use state-of-the-art equipment in the career field of their choice. Teachers participate in ongoing, job-embedded professional development to stay current with industry standards and teaching techniques. A variety of activities are held throughout the year to ensure that middle and high school students are aware of the variety of Career and Technology programs available and encourage participation. HCPSS continually looks for opportunities to expand the programs available through the Career and Technology Education program.

Career and Technology Education (CTE) Implementation: All professional development opportunities provided for teachers in Howard County Public Schools during the 2009-2010 school year were designed to align with the HCPSS System Expectations:

- Know your students
- Ensure our students receive exemplary instruction that prepares them for college and careers
- Know what interventions and supports are in place to ensure their success
- Have a process in place for continuously monitoring their progress
- Develop a relationship with students and their families

At the September 4, 2009 Countywide Professional Development Day, all CTE teachers received hands-on instruction about how to access information about students through online data tools called the Internet Repository Of Accountability Data Systems (INROADS) and Sandbox. Prior to arrival at the professional development activity, teachers were given the following assignment:

1. Sign on to INROADS and choose five students on your roster to examine all of the data you can find about them.
2. Answer the following questions about these students.
 - a. What data did you find that resonates with you?
 - b. How can that data be used to ensure your students are successful in your classroom?
 - c. How would you differentiate instruction to ensure that all students learn the day's objective?
 - d. What data is missing that would assist you in ensuring success for your students?

Addressing Specific Student Groups: Career and Technology Education (continued)

- e. What assistance and resources will you need in this endeavor?

Through a variety of hands-on sessions and discussions, teachers learned how to obtain up to date information about student progress so that their classroom instruction can be differentiated to ensure student success. Individual student data on mathematics achievement helped teachers identify which students needed modified materials to be able to learn specific mathematics-related concepts in their discipline. Teachers used student data regarding reading levels and achievement on the English HSA to modify research assignments and use specific reading strategies, such as chunking and differentiated passages, to ensure that students understood the content materials they were required to read.

This year the CTE office staff focused on developing a student recruitment marketing plan for each individual school and on identifying strategies to improve communications with school-based guidance counselors and staff. A retreat for CTE Instructional Team Leaders and Counselor Liaisons was held in early November that focused on these two items. School teams took the information learned back to their schools and put it into practice as students began signing up for courses for the 2010-2011 school year. As a result of these efforts, enrollment has increased in a majority of the centralized academies. The enrollment in the Biotechnology Academy increased by approximately 73 percent and the Construction Management Academy increased by approximately 15 percent.

The CTE staff also provided professional development workshops for the Instructional Team Leaders and new and non-tenured staff that focused on meeting the learning styles of all students. Topics covered included Supporting Reading and Vocabulary Development and Working and Communicating with English Language Learners – Students and Parents. Teachers were asked to implement the strategies into one or two of their lessons and follow-up sessions were provided that asked teachers to report on how these strategies improved their instruction. These professional development workshops were developed to assist teachers in integrating instructional strategies that address diverse learner needs. Security clearance awareness is another topic that was part of ongoing professional development activities.

CTE teachers worked with the Office of Mathematics to learn more about the mathematics program and develop strategies to improve the math competencies of CTE students. Teachers were asked to identify what math skills were used in their content area, the challenges they observed, and the support they needed. Teachers encouraged all CTE students to practice their basic mathematics skills and improve their mathematics competencies by using *First in Math*.

All CTE students were offered the opportunity to sit for the *Accuplacer* college mathematics placement exam. Howard Community College staff administered the exam, reviewed the results individually with each student, and counseled students to ensure they were enrolled in appropriate mathematics classes for the upcoming school year. Results were also shared with school-based CTE department chairs and the Office of Mathematics coordinator to help identify strategies to provide support for students in the improvement of test scores.

CTE Expansion: CTE programs have expanded the number of industry certifications available to students in Construction Management (NCCER), PC Systems (CCENT), Allied Health (First

Addressing Specific Student Groups: Career and Technology Education (continued)

Aid, CPR, HIPPA, CAN, EMT-B and Pharm Tech – Pass Assured), and Visual Communications (PrintED). Staff members are currently working to complete the certification process for Automotive Technology (NATEF). CTE students are encouraged to take Advanced Placement exams and the College Level Examination Program (CLEP) certification exam, when appropriate.

Additional articulation agreements with new post-secondary institutions and new articulated credit agreements are available to academy completers, including a new agreement with the Center for Digital Imaging in Arts (CDIA) at Boston University for students in Visual Communications in Graphic and Web Design and the 3D Animation programs.

New academies focusing on Agricultural careers, Design careers, Cyber Security, and Homeland Security are currently being explored and may be proposed for implementation in fall 2012. To initiate this process, program leaders convened advisory committees to determine needed industry opportunities, course goals and objectives. Work is currently being done to determine the budgetary impact involved with beginning each of these academies. The proposed academies will be presented to the CTE Oversight Committee for their approval prior to a presentation to the Board of Education.

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study, including students who are members of special populations?

Two special education instructors are currently part of the Applications and Research Laboratory (ARL) staff who work closely with classroom teachers to address the increased enrollment of students with special needs in ARL academies. Increased enrollment included students with significant needs who are assessed with the Alternative Maryland School Assessment. This year, students with significant needs on a certificate pathway participated in the Visual Communications, Computer Networking and the Automotive Technology academies. The programs were modified to meet the unique needs and outcomes for each student. The special education staff worked closely with content teachers, Department of Special Education staff, and the ARL administrator to develop appropriate differentiation and modifications of the curriculum to ensure student success. Academy teachers attended IEP meetings to share the expectations of the program and worked with special educators on a career plan for the most appropriate student placement.

Enrollment of Students with Special Needs in Centralized Academies			
	2007-2008	2008-2009	2009-2010
IEP	42	37	38
504	17	25	32

A career-focused program that targeted students from the Homewood Center, Howard County's Alternative Learning Center, began this year. Fourteen Homewood students came to visit the Applications and Research Lab and attended a series of orientations about the centralized academies. The students then chose two of the academies to study in depth by spending a number of hours in the classrooms and participating in various activities. The response from the

Addressing Specific Student Groups: Career and Technology Education (continued)

students about what they learned about Career and Technology Education was very positive and plans are in the works to continue/expand this program during the upcoming school year.

CTE English Language Learners students and students receiving free and reduced-price meal services were provided with additional support services through service coordination with the Office of Student Services and the Office of Student, Family and Community Services. Representatives from these offices attended meetings and grant funded professional development activities focused on preparing students for the *Accuplacer* college placement test at HCC. In addition, these students received supplementary grant funded career counseling, assistance with college paperwork, and tutoring to ensure their success in the program.

Information about CTE program offerings was marketed to all middle and high school students, including special education students, throughout the school year. These efforts included:

- Information sessions during the high school registration window
- Academy Summer Camps
- Promotional materials
- Recruitment at high schools
- Orientation meetings with counselors
- Marketing plans developed by high school CTE Team Leaders
- Press releases of student achievements, awards, and events
- Online county newsletter postings
- CTE website
- Presentations at middle school career days
- Tours of the ARL
- Student shadow days

The Howard County Public School System partnered with Howard County Library to increase the visibility of Career and Technology programs through a series of evening events at various branches of Howard County Library during the months of January and February. The program began with a kick-off event held at the East Columbia Branch that featured a variety of speakers who promoted Career and Technology Education. Several students currently enrolled in CTE programs gave inspiring speeches about how their enrollment in an academy has changed their lives. The kick-off event was followed by a number of smaller events that focused on individual academies. Both Howard County Public School System and Howard County Library promoted these events. Following is an example of an advertisement for the expo on biotechnology:

Career and Technology Education Expo: Health and Bio Sciences

Do you have students interested in pursuing a biotechnology or health care career? Advances in medical knowledge, biosciences, and technology are leading to innovation in patient care and biomedical research. The growing public awareness of health issues and their treatment or prevention and promotion of wellness is opening the doors to creating new career opportunities in the health care and biotechnology fields.

Visit the Elkridge Branch on Monday, February 1, 7:00 pm to hear knowledgeable HCPSS Career and Technology Education staff and students present information about the CTE Career Academies and demonstrate skills they have learned.

Addressing Specific Student Groups: Career and Technology Education (continued)

These programs were well attended and have helped members of the community understand the purpose of Career and Technology Education. This program delivered in conjunction with the Howard County Library will be continued and expanded during the 2010-2011 school year. While it is not possible to connect these programs directly to increased enrollment in CTE academies at this time, plans are currently being made to gather data from program attendees to determine whether or not they go on to enroll in a CTE Academy.

3. Describe the school system’s strategies for increasing CTE enrollees to become completers of CTE programs of study. Data points should include the number of enrollees, the number of concentrators and completers.

The Office of Career and Technology Education is working with guidance counselors to increase the number of CTE enrollees who become completers of CTE programs of study. By working with guidance counselors to help them better understand the specific requirements of each individual academy, they will be better able to advise students about appropriate placements and ensure that any additional supports that students may need in order to successfully complete the program of study can be coordinated through the home school and the Office of Career and Technology Education.

CTE Program Enrollment

Cluster	No. of Enrollees		No. of Concentrators		No. of Completers (academy certificates)	
	2008	2009	2008	2009	2008	2009
Architecture & Engineering	706	785	278	423	59	98
Biotechnology & Health Services	176	159	75	81	78	84
Business & Entrepreneurship	853	1,010	100	405	59	94
Career Research & Development	720	634	202	207	128	139
Culinary Arts & Hotel Management	237	330	222	59	32	27
Human Resource Services	520	533	111	207	67	79
Energy, Power, & Transportation	113	20	48	10	26	49
Multimedia Arts & Information Technology	534	619	345	327	89	58
TOTAL	3,859	4,090	1,381	1,719	538	628

Addressing Specific Student Groups: Career and Technology Education (continued)

4. CTE improvement plans are required if a local school system does not meet at least 90% of the negotiated performance target for a Core Indicator of Performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following.

- a). Identify the Core Indicator(s) of Performance that did not meet the 90% threshold.**
- b). Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.**
- c). For FY11, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.**

The HCPSS met all Core Indicators of Performance. Following is a link to information about the Core Indicators of Performance:

<http://www.marylandpublicschools.org/NR/rdonlyres/C46A5E1C-C622-4EBB-89F9-B29ABD3EB0A7/16648/SECTIONIVACCOUNTABILITYANDEVALUATION31408.doc>

Addressing Specific Student Groups Early Learning

- A. Based on the examination of 2009-2010 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):
1. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.
 2. What are the school system's plans to work with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering school ready to learn?
- B. Based on the examination of the 2009-2010 Public Prekindergarten Enrollment Data (Table 8:3)
1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2009-2010.
 2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.6.02.

Addressing Specific Student Groups

Early Learning

A. Based on the examination of the 2009-2010 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2)

	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2004-2005	69	52	65	32	44	63	74	63	27	39	29	58	49	32	23	32	5	8	6	10	7	4	2	5
2005-2006	67	53	66	37	50	65	76	65	28	40	28	54	43	31	21	30	5	8	6	9	7	3	2	5
2006-2007	72	58	71	45	57	70	81	71	22	36	24	48	38	26	17	22	6	6	5	7	4	4	2	3
2007-2008	74	65	73	53	66	75	84	76	22	29	23	41	30	23	15	21	4	6	4	6	4	2	2	4
2008-2009	73	66	73	58	67	74	83	76	22	28	23	36	28	23	15	20	5	6	4	6	5	3	2	4
2009-2010	83	78	81	82	77	80	73	82	15	20	16	16	19	17	22	16	2	3	3	2	4	3	5	2

Domain Abbreviations

SP: Social and Personal PD: Physical Development TA: The Arts
 LL: Language and Literacy SS: Social Studies ST: Scientific Thinking
 MT: Mathematical Thinking

	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	42	58	46	33	12	17
2005-2006	51	65	40	29	9	6
2006-2007	52	68	41	26	7	6
2007-2008	58	68	34	26	9	6
2008-2009	58	67	34	28	7	5
2009-2010	71	75	24	20	4	5

Table 8.1 – Percentage of all Kindergarten Students at Readiness Stages

- MSDE will pre-populate this table with the 2005-2006 through 2009-2010 data.
- LSSs should use the 2009-2010 Maryland Model for School Readiness Report to verify the accuracy of the data provided in this table.

Table 8.2 – Percentage of Kindergarten Students with Pre-kindergarten Experience

- MSDE will pre-populate this table with the 2004-2005 through 2008-2009 data.
- LSSs should use the 2009-2010 Maryland Model for School Readiness Kindergarten Assessment Data to verify the accuracy of this information.

- 1. Describe the school system’s plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.**

Prior to November (when Maryland Model for School Readiness results are submitted), teachers conduct observations and administer local assessments to determine the differing needs of kindergarten students. Using a differentiated instruction approach, children with similar needs in Mathematical Thinking and Language and Literacy are grouped together for portions of the school day. Instruction is hands-on and engaging and consists of many small group lessons that target specific needs and strengths. In addition, there are multiple opportunities for heterogeneous instruction and whole group activities, in order to best meet the needs of children in all domains of learning.

Teachers review the progress of students of concern on a quarterly basis and adjust instruction accordingly. The classroom teacher or a specialist provides interventions to students with academic or social or physical challenges as needed. Specialists may include an English Speakers of Other Language (ESOL) teacher, guidance counselor, reading specialist, etc.

The *Kid Talk* process addresses the needs of students not making sufficient progress. Classroom teachers and a team of other school staff/specialists discuss a child’s progress and challenges and collaboratively generate ideas and strategies for the classroom teacher to implement with individual students.

All kindergarten students with disabilities have access to general education curriculum to the extent appropriate as determined by their IEP. At least 20 schools have full co-teaching models due to the Regional Early Childhood Centers housed in their buildings, and the rest implement co-teaching to the extent possible based on staffing availability. Effective strategies to increase access as well as the performance of children with disabilities in regular early childhood instruction include:

- Collaborative planning and delivery of professional development by Early Childhood Curriculum leadership and the Department of Special Education/Office of Early Intervention Services leadership, including New Teacher Orientation, curriculum-related countywide professional development, and school-based professional development. Some examples include:
 - Co-teaching, universal design, differentiation of instruction
 - Positive behavior supports, proactive classroom management
 - Fine motor skill development
- Collaborative planning for and administration of state and local early childhood assessments, including the Work Sampling System, Early Childhood Special Education Accountability Assessments, and curriculum-based quarterly assessments with appropriate modifications and accommodations for students with disabilities.
- Participation of prekindergarten and kindergarten teams in Designing Quality Inclusive Education (DQIE) professional development activities, including on-going professional

Addressing Specific Student Groups: Early Learning (continued)

development and school-based mini-grants to fund collaborative planning sessions and purchase additional instructional materials.

- Additional staffing to permit service delivery to students with disabilities in home school prekindergarten and kindergarten programs as well as community-based preschools.
- American Recovery and Reinvestment Act (ARRA) funds for special education services have supported staffing during the school year and for extended school year services for eligible students. ARRA funds have also been used for professional development and purchase of materials that support curriculum and instruction in the areas of math and literacy development.

The countywide data management system now includes Maryland Model for School Readiness (MMSR) data. This enables teachers, special educators, administrators, and other programs to access MMSR data in ways that it has not been possible before. Teachers can create reports on individual students as well as a class or a team, to help with long-range planning, intervention planning, etc. At a central level, having access to multiple years of data will allow for comparison of data and contribute to program and budget planning. Using MMSR results as a part of the “longitudinal story of a child’s progress” not only heightens awareness of the importance of these results, but also allows for earlier and broader usage.

Professional development (regarding MMSR) for all general education and special education prekindergarten and kindergarten teachers received a major overhaul last year. Due to its success (as measured by feedback from teachers as well as an increase in MMSR scores), the new model will continue to be used for the coming year. Teachers were pleased with the “personalized training” they received that included a history and explanation of Howard County data and the opportunity to consult with each other regarding student performance against the indicators of the Work Sampling System. All teachers will be given full-day substitutes (provided through a combination of funds from operating budget and MMSR grant) in order to be involved with their colleagues in professional development provided by HCPSS Early Childhood Programs staff. This year’s topics will include differentiation of instruction, developmentally appropriate practice, and exemplary early childhood instructional programming, as well as a review of MMSR information and data, dialogue with colleagues about MMSR exemplars, and time to enter student data.

Various initiatives have been undertaken in partnership with *Ready At Five*, specifically targeting schools with low MMSR scores. One innovative strategy is the “Saturday Institute” which includes professional development (and follow-up mentoring) for Columbia Association staff that work with kindergarten students before and after school. Professional development sessions focus on the seven domains of learning and how to intentionally make “everyday experiences become focused learning experiences.” This training for Before/After School childcare providers will contribute positively to the success of struggling students with and without disabilities.

2. What are the school system's plans to work with other early childhood partners/programs (i.e. Preschool Special Education, Head Start, and Child Care Programs) to ensure that children are entering school ready to learn?

The HCPSS Early Childhood Programs Office has a long history of collaboration and partnership with early childhood programs in the county; these relationships have continued to grow and strengthen in recent years.

A strong partnership exists with the HCPSS Office of Early Intervention Services. Mutual decisions are made regarding programming, placement, or purchasing for programs for four-year-olds. Refer to Question 1 for specific strategies that are in place to ensure school readiness for students with disabilities.

The established Memorandum of Understanding with Head Start is continually reviewed and improved with each agency examining new ways to meet the needs of our most at-risk children. Additionally, each agency is involved in many collaborative projects and initiatives each year.

The Young School in Columbia, MD is a recipient of the Preschool Services Grant from MSDE. A close working relationship with this staff (teachers and administration) has allowed for the exploration of many issues. Preschool teachers from The Young School have attended several HCPSS professional development activities and will continue to be invited in the future. Young School teachers are collecting MMSR data on the same timeline as HCPSS prekindergarten teachers, and plans have been made to jointly analyze both sets of data and to discuss implications of the data.

A tight partnership exists among community agencies and stakeholders when it comes to coordination of efforts to improve school readiness in Howard County. The HCPSS Early Childhood Programs Office has taken the lead, and receives guidance from the Transition to Kindergarten Workgroup. This group's members have committed time, energy, and resources to fulfilling its mission. The group includes (but is not limited to):

- Howard County Office of Children's Services
- Howard County Head Start
- Healthy Families Howard County
- Howard Community College Early Childhood Department
- Howard Community College Children's Learning Center
- Howard County Library
- Ready At Five
- The Young School
- Emmanuel United Methodist Preschool
- Howard County Family Child Care Association
- Celebree
- The Judy Center at Cradlerock School
- HCPSS prekindergarten and kindergarten teachers

The workgroup is using three strategies to improve MMSR results and ensure that children enter school ready to learn:

Addressing Specific Student Groups: Early Learning (continued)

- **Develop and disseminate consistent messages regarding school readiness throughout the community, with an emphasis on contacting hard-to-reach families:** The Transition Workgroup is developing clear, consistent, research-based publications regarding quality early learning, school readiness and the transition to kindergarten for dissemination in the community. These publications are displayed and distributed through a variety of traditional means (including early care/education centers; school system websites and print materials; library displays; and social service, health care, and other public facilities) in the languages most commonly spoken by county residents (English, Spanish, and Korean). The messages are incorporated into parent education and professional development offerings, and early care educators will be encouraged to address school readiness during parent conferences.

A continuing challenge is outreach to those families who do not participate in formal early care or education programs, low-income families, and those who do not speak English. A variety of less-traditional outreach methods has been developed to make contact with these families. Families who have been placed on the waiting list for the HCPSS preschool program or Head Start, primarily low-income families, will be directly contacted with readiness and early registration information. Some were able to be enrolled in HCPSS Summer Academic Intervention Programs. Posters are displayed in a variety of businesses that serve families and young children, such as utilities payment centers, apartment rental offices, laundromats and mass transit. Fliers are distributed in the spring throughout residential areas where late registration rates are particularly high. At kindergarten registration, parents receive packets describing developmentally appropriate activities that are aligned with the MMSR and can easily be incorporated into learning at home activities.

- **Create tools and procedures to support the “transition process:”** To ensure that all stakeholders are delivering consistent messages to preschool children and their parents, the Transition Workgroup has created a Transition Toolkit that contains procedural information for early care/education centers, receiving elementary schools, and the school district’s central office. Samples of materials to share with parents, such as including children’s activity books, reading suggestions, and readiness checklists, are also included. These materials will be available online for anyone to access and professional development has been and will continue to be provided to both HCPSS and non-HCPSS staff.

The integration of a standard, countywide transition process is integral to the program. Early caregivers and educators will assess and report on students eligible for kindergarten the following year using an articulation form based on MMSR indicators. They will organize special transition activities, such as parent nights and readiness conferences, for rising kindergartners and their parents. All of these practices were piloted this past year by a select group of early caregivers/educators. In addition, kindergarten teachers and receiving schools promoted early registration and hosted spring orientations. Other activities, such as additional parent education meetings or kindergarten playground outings, were often included, as well. The Transition Toolkit includes suggested timelines

Addressing Specific Student Groups: Early Learning (continued)

for incorporating these activities into the regular school calendar and provides documentation such as contact logs and articulation forms.

Kindergarten readiness indicators have been included in the HCPSS College and Career Advantage Plan and address academic readiness as well as other pertinent areas of a child's development. Positive and effective pre-kindergarten experiences, whether they be in a Pre-K program or at home or in some other form of early care and education, are crucial to a child's long-term success. It is important that families and other stakeholders recognize the importance of early learning and its effects on a child's journey through school.

- **Integrate communication, professional development, and outreach regarding readiness into current community activities, building on current partnerships and establishing new relationships to maximize the program's reach to those families most at risk, while also streamlining procedures and maximizing resources:** Once materials have been developed and reproduced and procedures have been tested, revised, and implemented, ongoing support from all community stakeholders will ensure that the "Transition to Kindergarten" initiative affects long-term change. The clear and consistent school readiness message will be integrated into current early childhood educator curricula, parent education and information programs, home visitation/early intervention programs, and other activities as they are identified. Early registration and MMSR data will be analyzed to determine specific geographic areas within the county where additional outreach is needed to engage hard-to-reach families, and additional social service and business partners will be recruited in those areas to provide opportunities for traditional and creative, community-specific methods of outreach.

The Board of Education was presented a report on School Readiness and the collaborative efforts involving the Office of Early Childhood Programs, the Office of Early Intervention Services (including Howard County Infants and Toddlers Program and HCPSS Preschool Special Education), varied HCPSS offices, many community partners, and families - all of whom are committed to enhancing each Howard County child's opportunity for school success. This report can be found at <http://www.boarddocs.com/mabe/hcpssmd/board.nsf/public> under the April 29, 2010 meeting.

ARRA funds have been used to provide direct support and consultation to community program staff members for preschoolers with and without disabilities who exhibit challenging behaviors. These activities in collaboration with the Howard County Child Care Resource Center have enabled children with disabilities to remain in the least restrictive environment as they prepare for school entry.

Addressing Specific Student Groups: Early Learning (continued)

B. Based on the examination of the 2009-2010 Public Prekindergarten Enrollment Data (Table 8.3)

Table 8.3: September 30 Prekindergarten Enrollment				
Howard Prekindergarten Enrollment Data - 9/30/09				
School	Half/Full Day	Total Students Enrolled 9.30.09	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Atholton (also serves Clemens Crossing)	Half	17	14	3
Bellows Spring	Half	23	16	7
Bollman Bridge (also serves Forest Ridge)	Half	38	31	7
Bryant Woods	Half	24	22	2
Bushy Park** (also serves Lisbon)	Half	16	7	9
Cradlerock*	Half	34	31	3
Dayton Oaks** (also serves Clarksville)	Half	9	3	6
Deep Run***	Half	44	31	13
Fulton** (also serves Hammond)	Half	11	2	9
Gorman Crossing	Half	20	11	9
Guilford	Half	11	11	0
Ilchester**	Half	10	4	6
Laurel Woods	Half	37	37	0
Longfellow	Half	15	10	5
Phelps Luck (also serves Jeffers Hill)	Half	40	40	0
Pointers Run**	Half	5	0	5
Rockburn (also serves Elkridge)	Half	18	9	9
Running Brook	Half	19	13	6
St. John 's Lane (also serves Hollifield Station and Northfield)	Half	15	13	2
Swansfield	Half	20	8	12
Talbott Springs (also serves Stevens Forest)	Half	51	50	1
Triadelphia Ridge** (also serves Manor Woods and West Friendship)	Half	13	4	9
Veterans (serves Thunder Hill and Worthington)	Half	40	31	9
Waterloo	Half	16	8	8
Waverly** (serves Centennial Lane and Manor Woods)	Half	13	7	6
TOTAL		559	413	146

Addressing Specific Student Groups: Early Learning (continued)

Table 8.3 – Pre-kindergarten Enrollment

- MSDE will pre-populate this table with the September 30, 2010 enrollment data.
- LSSs should verify the accuracy of the Public Pre-kindergarten enrollment data for school year 2009-2010.

1. Please verify the accuracy of the Public Prekindergarten enrollment data for school year 2009-2010.

The Public Pre-kindergarten enrollment data for September 30, 2009 as shown in Table 8.3 is accurate.

2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.6.02.

Concerted efforts have been made to ensure that information regarding Pre-K services/eligibility/enrollment is disseminated in a clear and consistent manner. School administrators, secretaries (both school-based and Central Office based), pupil personnel workers, parent liaisons, and special education instructional team leaders from early intervention programs ask questions and receive information about enrollment, eligibility, and procedures on a regular basis.

Brochures/fliers about prekindergarten programs are posted in many areas countywide. Wages are built into the Operating Budget with the specific purpose of hiring parent liaisons (including bilingual liaisons) to advertise in the hard-to-reach communities, and to gather feedback regarding informational needs and creative venues for dissemination of fliers. Published materials are translated into the three languages most prevalent in the county. For more information on this creative outreach/marketing strategy, see question A1 (strategies of the Transition to Kindergarten Work Group). Interpreters are made available at parent meetings. Families who do not qualify for Head Start and/or are put on a waiting list are referred to HCPSS prekindergarten (or to The Young School).

There is continuous review of our regional feeder system, including conversations with administrators and the Transportation Office, to ensure that placement of programs meets the needs of the community. Ongoing measures are in place to monitor enrollment to ensure adequate staffing.

Addressing Specific Student Groups

Gifted and Talented Programs

The *Bridge to Excellence in Public Schools Act* §5-401 requires that the Master Plan “shall include goals, objectives, and strategies regarding the performance of gifted and talented students, as defined in §8-201.”

The *Annotated Code of Maryland* §8-201 defines a gifted and talented student as “an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.

The focus of the 2010 Master Plan Update is on progress toward meeting goals and adjustments made to overcome challenges. In accordance with this focus and in order to provide a status on the progress toward meeting Gifted and Talented Program goals, objectives and strategies regarding the performance of gifted and talented students, local school systems are expected to provide a cohesive, stand-alone response to the prompts outlined below.

Addressing Specific Student Groups

Gifted and Talented Programs

- 1. List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2009 – 2010 toward meeting those goals, objectives and strategies. Include supporting data as needed to document progress.**

The Gifted and Talented (G/T) Program made progress toward two program objectives that relate to student identification and services.

Objective #1:

By the year 2011/12, 95% of students participating in G/T Program offerings will achieve exemplary status as defined by state and local assessments.

- The 2010 data indicate that 19 of 39 elementary schools met the HCPSS G/T Program mathematics achievement standard, with at least 95 percent of the students in Grades 4 and 5 that participate in the G/T Mathematics Program scoring at the advanced level on the mathematics portion of the Maryland State Assessment (MSA).
- Two middle schools met the G/T Program mathematics standard for students who are enrolled in middle school G/T mathematics classes.
- One middle school of 19 met the HCPSS G/T Program English achievement standard, with at least 95 percent of students who are enrolled in G/T English classes scoring at the advanced level on the reading portion of the Maryland State Assessment (MSA).
- Most of the student enrolled in high school Advanced Placement (AP) courses took one or more exams.
- With 7,140 AP exams taken in 2010, 81 percent of the scores were “3” or higher.

Objective #2: By the year 2011/12, 15% of all traditionally underrepresented populations of students will participate in G/T Program offerings.

Elementary Schools: Of the 39 elementary schools, 37 met the standard of 15 percent participation in G/T mathematics classes at Grades 4 and 5. Three schools did not meet that standard; however, one enrolled 12 percent, one enrolled 13 percent, and one enrolled 14 percent of fourth and fifth grade students in G/T mathematics classes.

Participation in G/T Program offerings by elementary students has remained stable.

The following data were also encouraging, despite a slight decrease in systemwide enrollment in elementary school and an increase in the percentage of participating students whose ethnicity was not reported.

- In the elementary grades, 34 percent of students participated in at least one G/T Instructional Seminar. This represents systemwide consistency from 2009 and consistency of participation among African American students, but reflects an increase of 2 percentage points among Hispanic students, to their current participation rates of 28 percent and 24 percent respectively.

Addressing Specific Student Groups: Gifted and Talented Programs (continued)

- In Grades 2–5, 34 percent of students participated in one or more G/T Curriculum Extension Units. This represents a one percent systemwide decrease, along with a consistency of participation among the African American population and a 5 percent decrease among the Hispanic population, to the current participation rates of 22 percent and 13 percent, respectively.
- In Grades 4-5, 27 percent of all students participated in the G/T Mathematics Program. This represents a one percent systemwide increase, along with consistency of participation among African American students to the current participation rate of 10 percent. The participation rate for Hispanic students has decreased by two percent to the current rate of seven percent.
- Among students who received special education services, 28 also participated in the G/T Mathematics Program.
- A total of 40 elementary students conducted G/T Research Investigations.

Middle Schools: All 19 middle schools met the HCPSS standard of 20 percent participation in one or more G/T classes (English, mathematics, science, and social studies). Participation by middle school students has generally remained stable. The following data were also encouraging, despite a slight decrease in systemwide enrollment in middle school and an increase in the percentage of participating students whose ethnicity was not reported.

- Among middle school students, 28 percent participated in G/T Instructional Seminars and various curricular extensions. This represents a systemwide decrease of three percentage points. Participation by African American students has decreased by one percent point to 19 percent while participation by Hispanic students has decreased by two percent points to its current rate of 12 percent.
- Over one third (36 percent) of middle school students participated in one or more G/T content area classes (English, mathematics, science, or social studies). This reflects a systemwide decrease of one percentage point. Participation by African American and Hispanic students has also both decreased by one percent systemwide to the current rates of 17 percent and 12 percent respectively.
- Among students who received special education services, 42 participated in one or more G/T classes.
- Through the G/T research class or G/T research investigations, five percent of middle school students conducted research.

High Schools: All 12 high schools have met the HCPSS standard of 30 percent participation in one or more G/T or Advanced Placement (AP) courses.

- The number of high school students enrolled in at least one G/T course remained at 41 percent of overall enrollment.
- The number of students enrolled in at least one AP course increased by 2.5 percent countywide to 25.5 percent of overall enrollment.
- Through enrollment in the High School G/T Research Program, 742 high school students conducted college-level research. This represents systemwide consistency from 2009,

Addressing Specific Student Groups: Gifted and Talented (continued)

along with an increase of 1.5 percent among Hispanic students and an increase of 3 percent among African American students to their current enrollment of 6 percent and 15 percent respectively.

Across the system, 291 students participated in the HCPSS 2010 Summer Institutes for Talent Development, which is an increase of 45 students.

In collaboration with the Gifted and Talented Education Program, the Departments of Special Education and Psychological Services provide supplementary services, accommodations, and professional development to increase access for students with disabilities who would benefit from participating in advanced-level opportunities. This strong collaboration between departments, parents of students with and without disabilities, and advocacy groups promotes inclusive practices for all students.

2. Identify the strategies, including resource allocations that appear related to the 2009–2010 progress.

Continuous progress in reaching the HCPSS and G/T Program goals described in question #1 can be attributed to five strategies: local participation standards, increased instructional seminar offerings, cultural proficiency training, parent and community outreach, and collaboration with the Department of Special Education.

Participation Standards: In addition to the local standard for overall program participation, the G/T Education Program has established participation standards for student groups. At the elementary level, the overall goal for participation in G/T mathematics classes (offered in Grades 4 and 5) is 15 percent, with 15 percent of each student group also enrolled. At the middle school level, the goal for overall participation is to enroll 20 percent of students in at least one G/T class, with 20 percent of students in each student group participating. At the high school level, the goal is to see 30 percent of students enrolled in at least one G/T or AP course.

Close examination of the G/T participation and enrollment data revealed a pattern of under-representation of the African American and Hispanic student groups. After studying the research and engaging in dialogue with parents, teachers, administrators, and community members, G/T staff identified focus areas and strategies to address the patterns in participation data.

Increased Instructional Seminar Offerings: To increase opportunities for students to participate in talent development activities, a variety of G/T Instructional Seminars were offered by G/T resource teachers at the elementary and middle school levels, with an effort made to make sure students from each student group were invited to participate. These instructional seminars are open to all students who express an interest, as well as those who are invited to participate because they are being talent spotted by school staff.

Students were invited to explore topics of interest in an academic seminar format. Students received advanced-level instruction and skill development in the areas of written, oral, and visual communication; critical and creative thinking; research; technology; and visual and performing

Addressing Specific Student Groups: Gifted and Talented (continued)

arts. In this interest-based format, students experienced positive encounters with advanced-level instruction, and their accomplishments were shared with school staff and the community.

Elementary and middle school G/T resource teachers have been offering G/T Instructional Seminars since 2002-2003. Trend data reflect an overall increase of participation in all G/T Program offerings, along with an increase in participation by students from all groups. For example, participation in elementary G/T Instructional Seminars by Hispanic and African American students has increased 13 percent and 12 percent, respectively. Overall, participation in one or more middle school G/T content area classes has increased by seven percent since 2002-2003. This year, 17 percent of African American students participated in one or more G/T content area classes, an increase of six percent since 2002-2003.

Enrollment data for elementary, middle, and high school levels indicate that increasing numbers of students are performing at higher levels and, therefore, are participating in more rigorous offerings and courses.

Cultural Proficiency: The strategy cited above dovetailed with the *HCPSS Vision of Exemplary Teaching for Student Learning*, which includes four components: a) knowing the learner, b) knowing the curriculum and content, c) knowing the pedagogy, and d) knowing oneself as a teacher and one's influence on learners. A key element involved a systemwide cultural proficiency initiative, which focused on "knowing the learner."

G/T staff provided professional development for G/T resource teachers on the topic of cultural proficiency. G/T resource teachers examined their own belief systems, discussed the culture of the G/T Program, and acquired additional skills in conducting cultural conversations.

As part of this professional development strategy, the third annual symposium, *Best Practices for Increasing Successful Participation of Students from Traditionally Underrepresented Populations: A Gifted and Talented Professional Development Initiative*, was held to identify the best practices that are most successful in identifying and developing the talents of students who are culturally and linguistically diverse, as well as those students who receive free and reduced-price meals. During the symposium, G/T resource teachers, along with a small team of colleagues (ESOL teacher, BSAP Mentor, or Hispanic Achievement Liaison, for example) from Title I elementary schools and their associated middle schools examined program data for their respective schools and shared best practices for increasing successful participation of students from traditionally under-represented populations. The symposium concluded with school-based teams developing a strategic plan for implementing some of the best practices discussed for use with students, families, colleagues, and the community within their school-based program goals for the 2010-2011 school year.

The Hispanic Achievement Specialist and staff from the Office of Student, Family, and Community Services collaborated with G/T staff in planning and presenting the symposium.

Parent and Community Outreach: The G/T Program continued developing and implementing a comprehensive plan for G/T Program communication and community involvement. In order to enhance parent communication and outreach, the G/T Advisory Committee, in partnership with

Addressing Specific Student Groups: Gifted and Talented (continued)

G/T staff, offered three G/T Parent Academies during the 2009-2010 school year on topics of interest to parents of advanced-level learners. More than five hundred-fifty parents participated in one or more of the G/T Parent Academy sessions that were offered on the following topics: *G/T Program Overview*, *Social and Emotional Need of Advanced-Level Learners: Strategies for Parents*, and *What Parents Can Do To Foster Talent in Young Learners*.

The G/T Advisory Committee also formed four working subcommittees, with the Diversity Subcommittee's goal focused on outreach to parents and families of students who are traditionally under-represented in Gifted and Talented Education Program offerings.

The Office of Public Information collaborated with G/T staff to communicate information about the program and parent academy sessions via the *HCPSS News* electronic newsletter and the HCPSS G/T Program website. A "school" was established for the G/T Program within *HCPSS News* so that interested individuals could subscribe to receive information directly from G/T Program staff. Each *HCPSS News* announcement generated approximately 10,000 emails to subscribers.

G/T Resource Teachers invited at least one parent from each of their schools to become liaisons for the G/T Program by increasing their involvement in the school-based G/T Programs and by attending countywide G/T Parent Academies. Of the 70 Howard County schools, 55 schools identified and registered G/T parent representatives with the G/T Office.

G/T resource teachers conducted G/T Program Orientations at their schools for interested parents at all three levels – elementary, middle, and high school.

Staff from the Office of Student, Family, and Community Services collaborated with G/T resource teachers and G/T staff to personally invite parents and community members to attend G/T Parent Academies to increase their awareness of G/T Program offerings. Staff from the Offices of Early Childhood and Elementary Education collaborated with G/T staff to reach out to parents of children ages 3–7 for the G/T Parent Academy session devoted to fostering talent in young children.

Partnerships: A communications and marketing initiative prepares all HCPSS staff to inform local organizations about the range of HCPSS partnership opportunities for mentoring and employing high school students. Participating students work or intern at local businesses or with professionals in a field of interest to explore careers or advanced fields of interest in greater depth. Through a variety of online, print, and audiovisual media, staff and potential partners will understand the advances of participation and the range of opportunities available through Career Academies, Gifted and Talented, and Career Research and Development programs, as well as Work Study and Enclave programs for students with disabilities.

Collaboration with the Department of Special Education: The final strategy involved collaboration between the G/T Program and the Department of Special Education in an effort to meet the needs of all students with and without disabilities. A five-year systemwide project (Designing Quality Inclusive Education or DQIE) has provided professional development and resources for all schools to improve the quality of inclusive programming, with particular

Addressing Specific Student Groups: Gifted and Talented (continued)

support for co-planning, co-teaching, and differentiated instruction to meet the needs of diverse learners. School-based staffing, along with a high degree of expected cooperation, has made this process successful.

Resource Allocation: The Gifted and Talented Education Program is funded solely by the Howard County Public School System's operating budget.

3. Describe where challenges are evident in meeting Gifted and Talented Program goals, objectives, and strategies.

The G/T staff continues to collaborate with school system leadership and school administrators to explore creative scheduling opportunities that would increase student access to the talent development offerings. This will include continuing to make G/T Program offerings more accessible to groups of students who are traditionally underserved in gifted and talented education programming.

This year's data indicate a dip in enrollment for Hispanic and African American population in some elementary and middle school program offerings. This data will continue to be closely monitored, as this challenge is addressed.

4. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

G/T staff members continue to work on a strategic plan to collaborate with elementary and middle school principals and their administrative directors. During the 2009-2010 school year G/T staff used a variety of methods (print, electronic, and individual meetings) to communicate frequently with school-based administrators to support their school's G/T Program. Meetings with individual principals will continue to be scheduled throughout the 2010-2011 school year.

G/T staff members plan to continue to collaborate with the Office of Student, Family, and Community Services and the G/T Advisory Diversity Subcommittee in order to address this year's dip in elementary and middle school enrollment for Hispanic and African American students. As referenced in the cultural proficiency section of #2, an annual symposium will be expanded to provide additional professional development for teams of teachers from Title I elementary schools and their feeder middle schools, with a focus on the inclusion of Hispanic and African American students in Gifted and Talented Education Program offerings.

Resource Allocation: The FY 11 budget includes the following resources to support Gifted and Talented Programs:

- Adding 1.0 teacher to support elementary gifted and talented program growth (\$55,000).
- Maintained funds for fees and presentation materials for students participating in programs, competitions and research and the intern/mentor program. (\$10,000).

Addressing Specific Student Subgroups

Special Education

The BTE Act requires that each updated Master Plan “shall include goals, objectives, and strategies” for the subgroup of special education. Both federal and State legislation require that states have accountability systems that align with academic content standards for all students. In addition, the federal special education legislation commonly known as IDEA also requires that a child’s needs resulting from a disability be addressed “so that they may be involved in and progress in the general curriculum.” Information requested about special education aligns with reporting requirements of the Federal Office of Special Education Programs (OSEP).

Therefore, each school system’s annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup makes Adequate Yearly Progress at the system and individual school level. Changes to strategies or specific areas of progress that have improved performance should be discussed in the Update, particularly for schools or systems in improvement.

AS YOU COMPLETE THE 2010 MASTER PLAN ANNUAL UPDATE, YOU MAY WISH TO CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES WITHIN YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS NOT TO BE COMPLETED AS A STAND-ALONE SECTION.

- Access to the General Education Curriculum. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- Collaboration with General Educators. How is the local school system ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- Strategies used to Address the Achievement Gap. When the local school system has an achievement gap between special education and general education, what specific strategies are in place that address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- Professional Development and Highly Qualified Staff.
 - How is the local school system ensuring the participation of special education teachers and leadership in content-related professional development to promote student achievement?
 - How is the local school system ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?

I.F
Cross-Cutting Themes:
Educational Technology and Education That Is Multicultural

Use this space to report on progress toward outcomes and timelines established in the Master Plan and further elaborate on any revisions or adjustments pertinent to these cross-cutting themes that the school system has made to the Master Plan. This space should include information not previously addressed in earlier sections of this Update.

See the following sections for this information

Cross-Cutting Themes

Educational Technology

In addition to including technology strategies across the Master Plan to outline specifically how your district will use all sources of funding in meeting No Child Left Behind Statutory Goals, please respond to the prompts below. Include targets from the *Maryland Educational Technology Plan for the New Millennium, 2007-2012*, district technology and school system strategic plans, data from the Maryland Technology Inventory and technology literacy measurements, and data from any other relevant sources as appropriate. If these items were discussed elsewhere in the Master Plan Update, you can reference the sections and page numbers in your responses below instead of repeating information.

- 1. Identify the major technology goals that were addressed by the school system during the 2009-2010 academic year. Include a description of:**
 - the progress that was made toward meeting these goals and a timeline for meeting them.**
 - the programs, practices, strategies, or initiatives that were implemented related to the goals to which you attribute the progress.**
 - supporting data and evaluation results as appropriate.**

In order to meet the global demands of a rapidly changing world, our students, teachers, and administrators must master the 21st Century skills of collaboration, communication, creativity, critical thinking, innovation, and problem solving through the strategic use of technology. HCPSS technology goals are aligned with the HCPSS systemic expectations: know your students, ensure our students receive exemplary instruction that prepares them for college and careers, know what interventions and supports are in place to ensure their success, have a process in place for continuously monitoring their progress, and develop a relationship with students and their families. Staff participate in high quality and ongoing professional development aimed at producing lifelong learners, improving student engagement and academic achievement, and building leadership capacity through the use of technology.

Provide high quality professional development to produce lifelong learners

Ongoing professional development has been implemented throughout the 2009-2010 school year. The Office of Instructional Technology (OIT), formerly the Office of Media and Educational Technology (OMET), integrates the Howard County Public School System (HCPSS) system expectations through all professional development experiences. Highlights include the following:

- The HCPSS Technology Conference was held on July 20-21, 2009 at Marriotts Ridge High School with over 200 teachers, administrators, and curricular leaders in attendance. Web 2.0 expert, Tony Vincent, provided a keynote address and breakout sessions. Several choices for hands-on sessions were offered; including beginning and advanced *iLife* suite (*iPhoto*, *iTunes*, *iMovie*, *GarageBand*), applications for administrators, *Inspiration/Kidspiration*, Web 2.0 (blogs & wikis), digital storytelling, podcasting, and much more. Attendees received workshop wages or earned CPD credits.**

Cross-cutting Themes: Educational Technology (continued)

Feedback from participants indicated that 76% gave the Technology Conference a rating of very effective and 20% rated it as effective. Here are a few comments from attendees:

“Unfortunately there were so many more sessions I wanted to attend than there were time slots to sign up for. I wish this would be offered all day for concurrent sessions. Thanks. It was wonderful!”

“There were so many items to choose from. . . I would be interested in the topics that I could not work into my schedule this time. Thank so much for such a meaningful professional development opportunity!”

“I would first like to say that this conference was the first conference/professional development I have attended in my 7 years of teaching that I truly ENJOYED and really learned something and got excited about something! It of course helps that I love & embrace technology. I am fairly skilled with various technologies. I am on the tech committee at my high school and I CANNOT wait to share some of the things I have learned... I essentially have excitement/brain/technology over load, and I love it! I've never been so excited about going to work for a conference... ”

“I really appreciate having these two days to explore technology in more detail. I look to OMET to keep us up to date with the latest and greatest technologies that will enhance the work we do! Thank you so much!”

Based on the feedback from the participants several CPD courses such as, Scrapbooking with Photoshop Elements, Technology for the Classroom – 2010, Web 2.0, etc. were offered during the 2009-2010 school year.

- The Office of Instructional Technology (OIT) offered the 2010 HCPSS Technology Conference on July 19 and 20, 2010 at Reservoir High School. Over 200 teachers, administrators, paraeducators, and curricular leaders participated. The purpose of this conference was to inspire teachers, administrators and central office staff to teach in innovative ways through the integration of technology. Chris O’Neal from the University of Virginia provided the keynote address, and facilitated a two-day strand for administrators. A wide variety of concurrent sessions was offered, along with a Mobi Master strand and a digital citizenship strand.

The goal of the Mobi Master strand was to provide teachers the opportunity to facilitate student-centered, collaborative learning where teachers and students can interact with and contribute to digital content. Participants received a mobi to use in their classroom. Participants also agreed to conduct at least one 2-hour after-school workshop in October to share with school colleagues best practices in the instructional use of the Interwrite Mobi Learning System, provide professional development for other HCPSS staff members, participate in digital discussions, blogs, and Elluminate sessions throughout the school year on the following wiki site: <http://mobimaster.hcpss.wikispaces.net>.

Cross-cutting Themes: Educational Technology (continued)

The goal of the Digital Citizenship Module was to prepare educators to become proficient with Standard III of the Maryland Teacher Technology Standards referencing Legal, Social, and Ethical Issues. This standard requires that teachers can demonstrate an understanding of the legal, social, and ethical issues related to technology use. Participants in this strand were part of a class that blends online learning with face-to-face meetings. Participants met face to face for the first session and then completed a 7 1/2 hour online class offered through MPT. In addition, participants will share the information of digital citizenship with the staff at their schools sometime between August and October. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1 – 2.2)

- Staff from the Office of Instructional Technology provided three sessions at the 2010 HCPSS Summer Institute – “It’s Time to Engage our Digital Clock Watchers,” “Grab Your Tools! It’s On!” and “HCPSS SMACKDOWN.” Administrators and school leaders who attended learned how to use technology tools to help communicate effectively with students and parents; consistent with the HCPSS expectations. Burleigh Manor Middle School has decided to implement the Digital Clock watcher concepts into their professional development component of their school improvement plan. Data will be available at the end of the 2010-2011 school year to determine the impact of the concepts. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1 – 2.2)
- Office of Instructional Technology staff led monthly after-school sessions that each focused on a specific technology topic. Attendance at these optional, paid sessions has been very high. Participants consistently rated these sessions from 4.5 to 5.0 on a 5.0 scale. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- Library media specialists, elementary technology teachers and technology resource teachers involved in the Designing Quality Inclusive Education Project were given the opportunity to attend the Maryland Society for Educational Technology (MSET) annual conference in May 2010. The HCPSS provided substitute days and/or registration fees for over 50 attendees. The attendees will share their learning with their peers and administrators at the September 2010 county wide in-service. As a follow up to MSET, the following sessions will be presented in September: Engaging students using response systems, Best Practices with Pixie, and Using online professional development tools. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- Approximately thirty teachers, administrators, and Central Office staff members attended the National Educational Computing Conference (NECC) in June 2009. Participants chose from hundreds of sessions, based on their specific positions. Teachers and administrators were able to integrate information and techniques learned about technology into their daily practice. Central Office staff used the information learned as part of their school-based professional development activities and as part of countywide professional development. Evidence includes integration in school improvement plans, presentations about digital resources and web 2.0 tools that were presented at the Sept 3, 2009 county wide professional development day as well as the following presentations at the 2010 summer institute: the HCPSS Smackdown and Grab your Tools, It’s On. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- The countywide professional development day in September 2009 focused on the integration of technology into instruction for technology teachers and library media specialists. Technology teachers and library media specialists were introduced to a new student and data information systems (Aspen or INROADS) to access student data and make instructional decisions based on that information. Lessons were developed over the summer to assist them with getting to know

Cross-cutting Themes: Educational Technology (continued)

their students. Topics offered in concurrent sessions included: Using the Accessibility Toolkit, Aspen, Tier 1 Troubleshooting, *Elluminate*, *World Book Online*, Document Cameras/Flip Cameras, Using a WiiMote, and HCPSS Online Resources. Approximately 150 staff participated and rated the professional development activities an average 4.5 on a 5.0 scale. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)

- Library media specialists and technology teachers chose a professional development topic for their focus throughout the school year. Participants chose from the following strands: Google Docs, Got Lessons?, Implementing the HCPSS Integrated Approach, Instructional Extravaganza, It Takes Two to Tango – Library Media Specialists and Technology Teachers Collaborating Together, The Reel Deal on *iMovie 08*, Unlocking the Keys to Differentiation, and Using Excel with Ease, and then attended face-to-face and online sessions on this topic throughout the year. The average rating for these strands was 4.7 on a 5.0 scale. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 2.1)
- Based on one of the recommendations from the Instructional Technology Task Force, the HCPSS piloted a program that introduced netbooks into Wilde Lake Middle School (WLMS) during the 3rd and 4th quarter of the 2009-2010 school year. A total of six netbook mobile labs (180 laptops in total) were deployed to WLMS for use. The pre and post survey documents provided valuable information to measure the impact of the pilot. The HCPSS used this data to provide the “right tool for the task” in the upcoming replacement plan process. Analysis of the data allowed the number of mobile laptops to increase in the classroom from 15 to 30. The Office of Instructional Technology worked with the administrators and leadership team to develop a professional development plan for the instructional use of netbooks. An orientation was provided to all staff members. Both the teachers at Wilde Lake Middle School, as well as staff from the Office of Media and Educational Technology provided the student orientation.

Improve student academic achievement through the use of technology

- The Office of Instructional Technology continues to work with content offices to revise and update the curriculum to enable teachers to deliver technology-based instruction.
- Student engagement has been a major component for the professional development provided by HCPSS during the past school year. Through the use of technology, our 21st century learners see a natural connection between what they are learning in the classroom with how they interact with the world outside the classroom. It is imperative that students are provided the access that they need to the resources and equipment to support learning.
- The HCPSS students have access to variety of hardware (e.g., netbooks, digital cameras, tablets, interactive white boards, student response units) and software/web applications (e.g., Microsoft office, iLife Suite, Inspiration, Kidspiration, Comic Life, Pixie, Wikispaces, Discovery Streaming, and online databases). The technology embedded into the content specific curriculum allows students to create products that demonstrate mastery of content and technology skills. Examples include podcasts, videocasts, web pages, advanced graphic organizers, study guides, electronic posters, etc.
- Elementary Technology Teachers in every school are providing a foundation of technology literacy skills so that all students leaving elementary school are prepared to use appropriate technology in secondary schools. Local technology assessments have been developed for third and fourth grade students to inform instruction. Revisions and additions will be ongoing throughout the year.

Cross-cutting Themes: Educational Technology (continued)

- The HCPSS is leading a federal American Recovery and Reinvestment Act (ARRA) grant titled, “College and Career Readiness”. The purpose of this grant is to assist school systems in increasing resources available for teachers and students and to strengthen existing support systems related to the Algebra II and English IV High School Assessments. This project will support teachers as they integrate educational technology into High School Assessment mastery classes, Algebra II and English IV instruction, and assessments of student performance, with an additional focus on using student data to guide instruction. Partner school districts will support the development of the learning modules and creation of reusable learning objects that can be part of online professional development courses, traditional face-to-face training, or flexible combinations of the two. Upon completion, these offerings will be accessible to all Maryland teachers as they work to prepare students for the 21st century workplace.

Build leadership capacity

- The Leadership strand of the HCPSS Technology Conference allows principals and curriculum leaders to focus on technology and participate in a wide variety of hands-on activities that support the Maryland Administrator Technology Standards. Over the past five years, Office of Instructional Technology has provided leaders with information about how to use technology to become more efficient and effective leaders. School leaders are given time to purposefully plan the integration of technology into school improvement plans. Participants also receive technology resources for use in their schools and offices. The HCPSS plans to integrate technology into the HCPSS Leadership I and II meetings during the 2010-2011 school year. Meeting activities will support content from the text, *Using Technology with Classroom Instruction that Works* (Pitler, Hubbell, Kuhn, and Malenoski, 2007). (HCPSS Technology Plan, pages 25-27) (MSDE Technology Plan, 2.1 – 2.2)

2. Describe where challenges in making progress toward meeting the major technology goals are evident and the plans for addressing those challenges. Include a description of the adjustments that will be made to the Master Plan and local Technology Plan and timelines where appropriate.

Challenges in making progress include:

- Funding for technology initiatives (equipment and software)
- Time for professional development for teachers and administrators
- Additional human resources
- Reduced student access to computers due to online testing requirements

Challenge 1 - Funding for Technology Initiatives (equipment and software): The Instructional Technology Task Force was convened in November 2009. The purpose was to make recommendations to the Superintendent and Deputy Superintendent regarding equipment, software, networks, and resources essential to meeting the needs of an evolving instructional technology program within the school system. The Task Force received input from the following stakeholder groups - teachers, community, administrators, and central office staff. HCPSS currently has a computer replacement plan to “refresh” teacher computers every 4 years. The Instructional Technology Task Force report was presented to the Board of Education on June 24, 2010 and can be found at <http://www.boarddocs.com/mabe/hcpssmd/board.nsf/public>. As future phases of the replacement plan

Cross-cutting Themes: Educational Technology (continued)

are implemented, funds must be available in the Operating Budget to purchase replacement equipment. In addition, funds must be made available to provide equipment for new initiatives, such as interactive classroom devices, hand-held devices, and software packages, to support instructional programs. The HCPSS Operating Budget also includes funds to ensure equity of audiovisual equipment across the county. The continuation of this funding is needed to ensure equity of access to up-to-date equipment at all county schools. With the replacement plan, HCPSS continues to increase access to up to date equipment to meet the standards. (HCPSS Technology Plan, pages 6, 11-12, 46-52, 55, 57) (MSDE Technology Plan, 4.1 – 4.2, 5.1)

The Department of Special Education will continue to work collaboratively with the Office of Media and Educational Technology on purchasing appropriate assistive technology equipment and software for schools. (HCPSS Technology Plan, page 7) (MSDE Technology Plan, 4.1 – 4.2, 5.1)

Challenge 2 - Time for Professional Development for Teachers and Administrators: The Office of Instructional Technology and the Technology Department work closely with curriculum offices and school-based administrators to provide engaging, relevant professional development both during the school day and after school hours. Presenters model the use of technology, assistive technology, and software in their presentations and are explicit about their uses in the classroom setting. (HCPSS Technology Plan, pages 8, 22-29) (MSDE Technology Plan, 2.1 – 2.2)

To make professional development more convenient for teachers, the Office of Instructional Technology will continue to offer a variety of training opportunities, in addition to the workshops offered throughout the school year, including the HCPSS Technology Conference, online courses, and podcasts and interactive webpages. The HCPSS currently provides access to *Elluminate*, an online “web conferencing” tool that allows participants from various locations to synchronously participate in professional development activities. Several professional development activities were held using *Elluminate* during the 2009-2010 school year, covering a variety of topics such as Tier I Support, Using the Digital Microscope, and Collaboration with Teachers. Participants rated these sessions a 4.8 on a 5.0 scale. The recorded sessions can be found at: <http://lmstt.hcpss.wikispaces.net/Elluminate>. Participants commented on the time saved by not having to leave their school building to take part in the session, and allowed others who were unavailable at the time of the session to listen to the recorded session at their convenience and obtain the necessary information. Professional development plans for the 2010-2011 school year will include more opportunities to use *Elluminate*. HCPSS is also supporting instruction through our television network using other tools such as HCPSS-TV (Granicus). Online resources, such as the HCPSS Intranet, Document Repository, Discovery Streaming and the eGuides, provide teachers with 24-hour access to “just in time” lessons about how to use and integrate specific technologies into instruction. (HCPSS Technology Plan, pages 22-27) (MSDE Technology Plan, 2.1 – 2.2)

Challenge 3 - Human Resources: Additional administrative and school-based staff are needed to provide “just in time” training and other professional development for teachers. The HCPSS is working to include additional positions in the Operating Budget as funds allow. As elementary students, who have participated in weekly technology classes, move to middle school it is extremely important that they continue to utilize and develop technology literacy skills. The HCPSS currently has five middle school technology teachers and one high school technology teacher to support the integration of technology into the secondary instructional programs. Middle and high school teachers need a site-based technology teacher who can help them plan and integrate educational technology into their

Cross-cutting Themes: Educational Technology (continued)

instruction. This is extremely important if we are going to engage our 21st century learners. These additional positions will also impact Challenge 2 – Time for Professional Development for Teachers and Administrators. Schools that employ a site-based staff member devoted to the integration of technology can provide teachers access to professional development training and follow-up support during the regular school day. (HCPSS Technology Plan, pages 21, 28) (MSDE Technology Plan, 1.6, 2.4)

Challenge 4 - Reduced Student Access to Computers due to Online Testing Requirements: The Maryland State Department of Education, to this date, has not fully certified the use of wireless networks for online testing. Therefore, the HCPSS will continue to use creative scheduling to minimize the impact of online testing on instruction. The HCPSS is planning to convene a work group to address the issue of sustainable technology allocations for all school and administrative locations. Once the systemic technology needs are identified, future budgets and staffing will be adjusted accordingly. (HCPSS Technology Plan, pages 15, 33, 37)

3. Describe how the local school system is incorporating research-based instructional methods and the Maryland technology literacy standards for students, teachers, and school administrators into professional development to support teaching, learning, and technology leadership.

Include a description of how the results of the student, teacher, and school administrator measurements have been used to inform professional development.

Transforming Teaching for Student Success (T2S2)

In May 2010, the Howard County Public School System and its partners applied for the Transforming Teaching for Student Success Grant that will implement a comprehensive, research-based plan to effectively integrate technology into the classroom through intensive application of student-based technology as the primary medium for instruction, intensive professional development, co-teaching, and creation of learning communities. The initiative will provide multiple and flexible methods of presentation, expression and engagement to address the needs of diverse student populations. The HCPSS also will provide access to technology-based instructional materials to parents so they can support the academic success of their children. The approach is based upon the strategies described in the text, *Using Technology with Classroom Instruction that Works* (Pitler, Hubbell, Kuhn, and Malenoski, 2007).

Student, Teacher, and School Administrator Technology Literacy Measurements

The HCPSS is addressing the results of the student, teacher, and school administrator technology literacy measurements in a variety of ways. Staff from the Office of Instructional Technology, in conjunction with the Office of Assessment, will review the data and determine focus areas for the 2010-2011 school year. Results will be used to review and revise the Essential Curriculum and the Instructional Technology eGuides during summer curriculum writing workshops to ensure that technology is infused throughout the curriculum. Many resources have been directly embedded into the eGuides across all curriculum areas. Direct links to Discovery videos have been matched to specific objectives within the eGuides to provide additional resources for teacher and student use. linked within the eGuides are eKits to provide images and documents for students and teachers to create cross-

Cross-cutting Themes: Educational Technology (continued)

curricular multi-media presentations. (HCPSS Technology Plan, pages 15-16, 18-20) (MSDE Technology Plan, 1.6)

In 2010, the HCPSS received the highest score on the Maryland Measure of Student Technology Literacy (MMSTL) with 75 percent of students scoring proficient on the measurement. Additionally, fifty-four (54) principals and seventy (70) assistant principals completed the School Administrator Technology measure. Ninety-six (96) percent of principals and eighty-four (84) percent of assistant principals reported scoring proficient on the measure. Between 2009 and 2010, the proportion of principals who scored proficient increased by four (4) percentage points, and the proportion of assistant principals who scored proficient increased by eighteen (18) percentage points. (HCPSS Technology Plan, pages 20-21) (MSDE Technology Plan, 1.6)

Results from the teacher and school administrator technology literacy measurements will be used to plan professional development for the 2010-2011 school year. Workshops that focus on the Maryland Teacher Technology Standards and the Maryland School Administrator Technology Standards will be available for schools to use as part of their professional development plan. Professional development activities will also be scheduled for curriculum staff so that they can integrate technology into their content and provide professional development activities related to the standards for their content teachers. (HCPSS Technology Plan, pages 22-29) (MSDE Technology Plan, 2.1 – 2.2)

Objectives of the Maryland Educational Technology Plan for the New Millennium: 2007-2012

The objectives of the HCPSS Technology Plan 2008-2013 mirror those of the Maryland Educational Technology Plan:

Maryland Educational Technology Plan	HCPSS Technology Plan
Improve student learning through technology	Improve student learning through technology
Improve staff’s knowledge and skills to integrate technology into instruction	Improve staff’s knowledge and skills to integrate technology into instruction
Improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology	Administrative productivity and efficiency
Improve equitable access to appropriate technologies among all stakeholders	Improve equitable access to appropriate technologies among all stakeholders
Improve the instructional uses of technology through research and evaluation	Improve the instructional uses of technology through research and evaluation

Through the implementation of the HCPSS Technology Plan, the school system implements the objectives of the Maryland Educational Technology Plan. Specific examples of the implementation of both plans are referenced throughout this document.

4. Describe how the local school system is ensuring the effective integration of technology into curriculum and instruction to support student achievement, technology/information literacy, and the elimination of the digital divide.

Technology Teachers: A variety of specific strategies have made the addition of elementary technology teachers a success. In addition to equipment, these teachers were also provided with educational technology instructional guides (eGuides) that provide resources for integrating the Maryland Student Technology Literacy standards into the content taught in the classroom. These resources are continually updated based on feedback from technology teachers. During curriculum writing in July 2010, curriculum writers examined the data from the Maryland Measure of Student Technology Literacy to create new, and modify current, lessons to ensure that students receive instruction on all of the standards. Additionally, technology teachers will be helping to develop a 3rd and 4th grade technology measure to provide summative feedback on how technology literate students are at that point in time. (HCPSS Technology Plan, pages 22-25) (MSDE Technology Plan, 1.6, 2.4)

Collaboration with the Department of Special Education: The Office of Instructional Technology works with the Department of Special Education in a variety of ways. Two staff members from the Department of Special Education attend monthly office planning meetings with the Office of Instructional Technology. The knowledge and expertise that these two staff members bring to the meetings is invaluable. When curriculum and professional development activities are discussed, strategies for addressing universal design and differentiation are presented. In an effort to help teachers understand how to differentiate instruction through the use of technology, the Accessibility Toolkit was developed in 2008 and presented to teachers in the countywide inservice in September 2009. The toolkit outlines many of the accessibility features and tools that available for teachers to use to help meet the needs of students. Some examples include how to use text-to-speech features, closed captioning, and track pad alternatives. The toolkit is organized as a wiki (<http://accessibilitytoolkit.hcpss.wikispaces.net/>) and is available for all HCPSS teachers to use as they plan instruction. Working with the Learning Disabled/Attention Deficit Hyperactivity Disorder LD/ADHD design team, a pilot group of teachers (new teachers, Homewood School, Middle School Instructional Team) were sent Weekly Instructional Technology Tips (WITT) from the Accessibility Toolkit. Eighty-eight percent (88%) of the teachers that received the weekly tips reported they are a valuable resource. (HCPSS Technology Plan, pages 18, 45) (MSDE Technology Plan, 1.4, 4.2)

The Department of Special Education also partnered with the Office of Instructional Technology in the Unlocking the Keys to Differentiation professional development strand offered to the elementary technology teachers and library media specialists as one of the professional development strands offered by Office of Instructional Technology this year. Through this strand participants learned about tools, websites, and software applications that are available for meeting the needs of the increasingly diverse student populations in the HCPSS. Participants learned quick modifications for their lessons, alternate methods for delivery of instruction, and tools for communication with school-based special educators.

When educational technology curriculum is created and modified, staff from the Department of Special Education are always part of the writing team. The careful integration of universal design into instruction ensures that our teachers meet the needs of all learners. (HCPSS Technology Plan, pages 18, 45) (MSDE Technology Plan, 1.4, 4.2)

Cross-cutting Themes: Educational Technology (continued)

Funds are provided through the Designing Quality Inclusive Education Project to enhance technology purchased for students with disabilities for better access of the general education curriculum in the general education setting. Funds are also provided for equipment and software in support of co-teachers in the classroom. Site based training is provided to staff members by the Special Education Assistive Technology Team.

Informational Resources: All students and teachers need access to up-to-date, accurate, and reliable resources that support all areas of the curriculum. To address this need, the HCPSS provides in-school and at-home access to a variety of online resources: *Discovery Streaming* (K-12), *World Book Online* (K-12), *CultureGrams* (K-12), *NoodleTools* (K-12), *TeachingBooks.net* (K-12), *SIRS Discoverer* (K-8), *American History* (6-12), *SIRS Knowledge Source* (6-12), *Science Resource Center* (6-12), *Student Resource Center, Jr.* (6-8), *Student Resource Center Gold* (9-12), *Turnitin.com* (9-12), *American Government* (9-12), and *Opposing Viewpoints Resource Center* (9-12). These resources provide up-to-date, accurate, and reliable information that teachers of all content areas can use to enhance their curriculum. The Technology Department is performing several strategic network upgrades to provide adequate local and Internet bandwidth to support the anticipated usage increase of these resources. (HCPSS Technology Plan, pages 5, 12-16) (MSDE Technology Plan, 1.1 – 1.5, 3.3)

The Howard County Public School System has a strong partnership with Howard County Library. The A+ Partnership provides students and teachers with access to a wide variety of additional online resources. These resources are available 24/7 and provide information to support all content areas. (HCPSS Technology Plan, page 14) (MSDE Technology Plan, 1.1 – 1.4, 3.3)

Professional Development: A variety of credit and Continuous Professional Development (CPD) courses addressing the integration of technology into instruction were offered throughout the year. Titles included *Microsoft Word*, *Microsoft PowerPoint*, *Microsoft Excel*, *ABC's of the Macintosh Parts 1 and 2*, and *Digital Scrapbooking*. This year a number of online professional development courses such as *Creating Interactive Projects with Web 2.0*, *Technology for Today's Teachers*, *Using Technology to Collaborate Across the Curriculum*, and *Cyber Centers* were developed as a result of the Web Based Professional Development Cohort established with Johns Hopkins University. Staff from the Office of Instructional Technology designed several of these courses after observing the need for them throughout the system. Staff from the Office of Instructional Technology have also taught a variety of courses for Johns Hopkins University as part of a cohort program where participants earned a technology leadership certificate and a web based professional development certificate. (HCPSS Technology Plan, pages 6-7, 24-26) (MSDE Technology Plan, 2.1)

Workshop wages and substitute days were used to provide site-based professional development for teachers. This ranged from full faculty meetings to sessions with departments, teams, small interest groups, or individual teachers. The Office of Instructional Technology, school-based administrators, and teachers identified topics through collaboration; specific software packages (*Kidspiration*, *Inspiration*, *Pixie*, or *ComicLife*) or specific instructional strategies, such as visual discovery, were presented. Professional development was also offered through system wide initiatives such as Designing Quality Inclusive Education on using technology to differentiate instruction for the diverse learners in the classroom. (HCPSS Technology Plan, pages 24-26) (MSDE Technology Plan, 2.1)

5. Discuss how the local school system is using technology to support low-performing schools.

The HCPSS ensures that all schools have a minimum standard allocation of computers.

- Each classroom teacher is provided one computer.
- Each elementary school is allocated one mobile lab of 30 laptops with cart and one stationary lab with 30 computers.
- Each middle school is provided two mobile labs of 30 laptops with cart and one stationary lab with 30 computers.
- Each high school is allocated two mobile labs of 24 laptops with cart, one stationary lab with 30 computers, and one media lab of 30 computers in the media center.

The standard allocation allows students and staff to have equitable access to digital curriculum resources and the tools necessary to facilitate and participate in professional development offerings at the school level. Based on the Central Inventory Database, projectors are available for all classrooms and many are equipped with a document camera as well. The demand for more access to hardware continues to be a challenge, particularly at schools with large student populations. The HCPSS is making strides to address access challenges with programs such as the netbook pilot at Wilde Lake Middle School. This significantly increased student access to technology hardware and was able to increase student engagement. Emerging technologies such as the iPod Touch and interactive whiteboards are also being explored at selected schools. The goal of piloting these new technologies is to increase the student engagement using 21st century tools and ensure that the appropriate tool is selected for the right purposes.

6. Please update the district's Accessibility Compliance chart, bolding or underlining any changes. The district's completed chart from last year can be accessed at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

ACCESSIBILITY COMPLIANCE

On December 4, 2001 the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems' compliance with the regulation and the law. For more information on the regulation and the law, visit the following web site: <http://cte.jhu.edu/accessibility/Regulations.cfm>

Please review the information submitted with the October 2009 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this Update, please bold or underline any changes. Note: to review your system's 2009 master plan update, go to: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

Cross-cutting Themes: Educational Technology (continued)

1. Process:

- a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
- b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
- c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.

2. Implementation:

- a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

3. Monitoring:

- a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
- b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

Cross-cutting Themes: Educational Technology (continued)

Accessibility Compliance

PROCESS	IMPLEMENTATION	MONITORING
<p>The Howard County Board of Education established Policy 4050 to address the process, regulations and policy for procurement of materials in compliance with The Public School Law of Maryland, Section 5-112. The implementation procedures include the following:</p> <p>procurement procedures are intended to establish the generally acceptable procedures that will be revised and updated as the requirements of the system change. The procedures outlined herein are the basic tools to implement Policy 4050, Procurement of Materials, Supplies, Equipment, and Services.</p> <p>In addition, Board policy has been modified to allow the “piggy-backing” of other governmental contracts provided that those contracts were established competitively in accordance with public procurement standards.</p> <p>Prior to selecting technology for inclusion on a HCPSS bid, it is evaluated by employees for compliance with COMAR 508.</p> <hr/> <p>All technology-based instructional products must go through the Instructional Software Approval Process prior to purchase. A list of approved software is available on the HCPSS Intranet.</p> <p>Any HCPSS employee, who wishes to purchase technology-based instructional products that are not on the approved list of software, must complete an Instructional Software Request for Approval form.</p> <p>The completed form is sent to the Office of Media and Educational Technology. Upon receipt of the form, reviews for the product are obtained, if available. A preview copy of the product is ordered.</p> <p>When the product arrives, it is placed on one of the computers in our test lab.</p>	<p>Information about the Instructional Software Approval Process is posted on the HCPSS intranet at: http://login.hcpss.org/login/_WW/W/Portal/Curricular_Programs/Library_Media/Software_Approval_Process</p> <p>Central Office Curriculum Staff received training on the Instructional Software Approval Process during an August Curriculum meeting. Staff is now aware of the procedures and their role in the approval of software titles.</p> <p>All building level principals receive information about the Instructional Software Approval Process each year. They were charged with sharing this information with the staff at their schools.</p> <p>Special education teachers from every HCPSS school receive information and training on the new Instructional Software Approval Process each year. Members of the Central Office Special Education staff and members of the Assistive Technology Resource Team (ATRT) provided this training.</p> <p>Library media specialists from every HCPSS school receive training on the Instructional Software Approval Process during a countywide professional development day at the beginning of the school year. Updates are continually provided to library media specialists during professional development sessions.</p>	<p>As a title goes through the Instructional Software Approval Process, each reviewer documents his/her findings about the software. Representatives from the Assistive Technology Resource Team provide feedback on the evaluation form about the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features. This information is posted on the HCPSS Intranet. Teachers who want to use a specific software title can access information about accessibility on the website prior to purchasing or using it.</p> <p>Administrators will be informed about updates to the Instructional Software Approval Process at the beginning of each school year. Principals will then take this information back to their schools and share it with their staff. Special education teachers and library media specialists will receive information about the Instructional Software Approval Process throughout the course of the school year.</p> <hr/> <p>Purchase orders and other requests to purchase technology products that have not gone through the Instructional Software Approval Process do not receive final approval for purchasing. The Purchasing Office is in charge of monitoring the requests for purchase of Instructional Software. If a title does not appear on the Approved List of Software Titles, it cannot be purchased until it goes through the Instructional Software Approval Process.</p>

Cross-cutting Themes: Educational Technology (continued)

PROCESS	IMPLEMENTATION	MONITORING
<ul style="list-style-type: none"> • Representatives from the appropriate curriculum office preview the software to ensure that it is appropriate for use as part of instruction. • Representatives from the Assistive Technology Resource Team (ATRT) preview the software to ensure that it is compliant with the COMAR regulation. Alternative methods of instruction for products that don't meet all the accessibility standards are suggested by the ATRT. • The Software Approval Process Specialist from the Office of Media and Educational Technology previews the software to ensure that it will function effectively on our school networks. <p>After receiving approval from the curriculum office, ATRT, and the Software Approval Process Specialist, the paperwork is completed and results are posted to the HCPSS Intranet. The Software Approval Process Specialist updates the list of approved software and files copies of the paperwork for each title that goes through the process.</p> <hr/> <p>Teacher-developed materials (websites, etc.) are being addressed during professional development activities.</p> <p>An Assistive Technology Educator will be part of the all Curriculum workshops to support the inclusion of technology. Assistive Technology trainings have been infused into the Designing Quality Inclusive Education Initiative.</p> <p>All professional development provided to teachers about creating technology related materials and websites address the accessibility requirements.</p>		

Cross-Cutting Themes

Educational Technology and Education That Is Multicultural

Use this space to report on progress toward outcomes and timelines established in the Master Plan and further elaborate on any revisions or adjustments pertinent to these cross-cutting themes that the school system has made to the Master Plan. This space should include information not previously addressed in earlier sections of this Update.

Cross-Cutting Themes

Education That Is Multicultural

Discuss the progress toward meeting Education That Is Multicultural (ETM) goals as outlined in the Education That Is Multicultural regulation COMAR 13A.04.05 by responding to the following questions:

1. **Identify the major Education That Is Multicultural goals that were addressed by the school system during the 2009-2010 academic year. Describe the progress that was made toward meeting these goals, and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response be sure to address the following areas:**
 - Curriculum. Explain how your curriculum enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.
 - Instruction. Identify how you ensure that students are not denied access to equally rigorous academic instruction on the basis of cultural background.
 - Staff Development. Include descriptions of Education That Is Multicultural course and workshop offerings and disaggregated enrollment data for these staff development programs.
 - Instructional Resources. Explain your process for reviewing materials that avoid stereotyping, discrimination, bias and prejudice, as well as materials that reflect the diverse experiences relating to cultural groups and individuals.
 - School Climate. Explain how your school climate reflects the diversity of your community and encourages respect for different cultures.

Major Education That Is Multicultural goals that were addressed by the school system during the 2009-2010 school year

The HCPSS continued to identify cultural proficiency as a “cross functional strategy” for systemic improvement, targeting involvement of all staff and stakeholders. Work related to Education That Is Multicultural (ETM) goals highlighted during the past two Bridge to Excellence Updates continued during the 2009-2010 school year and this report provides updates on these efforts.

The major ETM goal addressed during the past year was **creating a five-year, comprehensive HCPSS Strategic Plan for Cultural Proficiency** as part of a larger, comprehensive Professional and Organizational Development Strategic Plan. During the previous school year (2008-2009), a Long Range Planning Committee for Cultural Proficiency was formed. By May of 2009, the committee developed:

- A vision statement of the system’s ideal state in five years, namely, “Each HCPSS group and individual is committed to Cultural Proficiency as a way of being.” (This is one of the four goals in the HCPSS Professional and Organizational Development Strategic Plan.)
- Five key steps to realize this vision.

Cross-Cutting Themes: Education That is Multicultural (continued)

During the 2009-2010 school year, the committee created the strategic plan around the vision and key steps by:

- Establishing five **outcomes** to be achieved over the next five years.
 - **The HCPSS promotes awareness of the systemic commitment to cultural proficiency:** the system is effective in communicating that cultural proficiency is here and competence will continue to develop.
 - **A comprehensive system for cultural proficiency awareness training is institutionalized:** a predictable structure exists for ensuring cultural proficiency professional learning for all employees.
 - **The tools of cultural proficiency are used to move beyond awareness to application:** the four tools are intentionally used by all organizational units to guide practice.
 - **Leadership capacity for cultural proficiency is demonstrated throughout the system:** efficacy with facilitation of the tools exists across the district.
 - **Cultural proficiency is established as a process for continuous improvement:** a ubiquitous understanding exists regarding the use of the four tools as a beneficial process for increasing and improving effectiveness of practice.
- Using the Essential Elements of Cultural Proficiency to create five **strategies** to meet each of the five systemic outcomes.
- Creating **indicators of success** for the strategies and outcomes.

This strategic plan will align cultural proficiency goal setting and action planning processes throughout the system for the next five years. All divisions, departments, offices, programs, schools, and teams will be responsible for making the strategic plan operational through school and program improvement processes (Attachment A).

The Cultural Proficiency Framework, a set of four interrelated tools, anchors the HCPSS Strategic Plan for Cultural Proficiency. Although the plan was completed in the spring of 2010 and is scheduled for Board of Education review in the fall of 2010, work related to the outcomes in the plan is ongoing. The following is a description of progress made in the areas of curriculum, instruction, staff development, instructional resources, and school climate.

Curriculum: For the past four years, the HCPSS Offices of Elementary and Secondary Curricular Programs (ECP/SCP) have infused culturally responsive teaching resources, strategies, and activities within the curriculum. During the 2009-2010 school year, leadership of ECP/SCP expected all programs to infuse cultural proficiency and culturally responsive teaching in their efforts of to provide curricula that meet Education That Is Multicultural goals. For instance, the Language Arts Office engaged all reading specialists in ongoing study of students' cultures, diversity factors, and curriculum, including a one-day symposium: Knowing the Students Behind the Data. Another example is the focus of the Department of Special Education on the topic of Presumed Competence in the context of curriculum and instruction.

At the school level, teacher leaders for cultural proficiency are emerging through the systemwide Cultural Proficiency Portfolio Cohort, a process within which participants create portfolios to illustrate their application of cultural proficiency. Projects focused on curriculum use a

Cross-Cutting Themes: Education That is Multicultural (continued)

customized rubric (Attachment B) to ensure that students acquire and demonstrate an understanding and appreciation for diverse cultural groups. One such portfolio focused on bridging cultural gaps within the school, specifically between students receiving ESOL services and those not receiving ESOL services. The teachers worked to infuse authentic learning about each other's cultures into the curriculum.

Instruction: Monthly Division of Instruction meetings focused on the goal of ensuring that all students have access to engaging, academically rigorous instruction. Attendees of Division of Instruction meetings include school-based administrators (e.g., principal, assistant principal) and centrally-based leaders (i.e., directors, coordinators, facilitators, specialists). The theme for the year was "Engaging All Students Through Instruction." Monthly topics were selected based on urgency implied by disparities in achievement and attendance data. Topics for the year included:

- Dropout prevention
- Hispanic Achievement
- English Language Learners
- Brain-Friendly Instruction
- Differentiation
- College and Career Readiness
- Academic Rigor.

Additionally, the district continues to ensure equitable access through the use of disaggregated data. During the past year, several efforts focused on improving system capacity to disaggregate and use student data. For instance, new system technology (e.g., Aspen) has provided a single-source, secure, web-based, and portable solution for accessing and sorting consistent student data through a variety of fields, across schools and school levels. Systemwide professional development (e.g., Data Tools 101) has increased leadership capacity to skillfully access and analyze data. Additionally, cultural proficiency professional development experiences supported school teams and individual teachers in using the lens of equity to identify, analyze, and close access and opportunity gaps for students as well as families and community members.

Staff Development: Since 2005, over 3,865 HCPSS staff members have participated in various depths of cultural proficiency training. Approximately 600 of those employees began their participation during the past year. High-quality professional development (five full training days) occurred for 14 schools and for 15 offices within the three central divisions of the HCPSS. Since the system maintains its effort to engage *all* employees in high-quality professional development, participants from the past year were representative of the diversity present in the organization. Members across all levels of the organizations, ranging from bus drivers, teachers, secretaries, principals, directors, and PTA members, engaged in thorough Introductory Awareness trainings. Furthermore, two levels of training took place: Introductory Awareness (level 1) and Application (level 2).

Additionally, HCPSS has continued to provide professional development in-service trainings dealing with culturally responsive teaching in all content areas, helping teachers to:

- Know themselves and their influence on learners and the school community.
- Build relationships with families and community members
- Know the learners and build classroom community

Cross-Cutting Themes: Education That is Multicultural (continued)

- Use curriculum and instruction to empower and engage learners

To further support our Education That Is Multicultural goals and align professional development offerings with our cultural proficiency framework, we expanded our Continuing Professional Development program. Over 100 staff members participated in these Continuing Professional Development offerings during 2009-2010.

- Introduction to Cultural Proficiency (3 credits)
- Culturally Proficient Curriculum and Instruction (3 credits)
- Cultural Proficiency Inquiry Group (1-3 credits)

The Inquiry Group, a noteworthy new structure, was implemented at two schools where they applied the lens of cultural proficiency to a focus area. Worthington Elementary focused on Family and Community Involvement and Engagement and Jeffers Hill Elementary focused on Positive Behavior Supports. Each used a rubric to reflect and have dialogue about perceptions of current school practice, envision a culturally competent state of being, and plan for closing any gaps between the two.

Furthermore, because inspiring systemic commitment to cultural proficiency is one of the four goals HCPSS Professional and Organizational Development Strategic Plan, cultural proficiency is then lens through we view all systemic work.

Thus, in pursuit of its goal of providing ongoing, comprehensive professional development that supports education that is multicultural, the HCPSS is retaining 1.0 cultural proficiency coordinator (\$101,670) and allocates supplies and workshop wages for staff to attend training.

Instructional Resources: School teams, individuals, and central office staff members participating in Cultural Proficiency professional development used the “lens” to critique the instructional resources utilized in individual classrooms and sites to ensure that all materials which reflect diverse experiences related to cultural groups are not culturally destructive, incapacitating, or blind. Examples include:

- A teacher leading a comprehensive review of books present in a school’s media center to assess the presence of diversity factors.
- The Elementary Social Studies Office aligning its resource review process with cultural proficiency by critiquing, revising, and implementing a “trade book review form” for use in summer curriculum writing sessions.
- Participants in Culturally Proficient Curriculum and Instruction Continuing Professional Development course using a rubric to review and improve instructional resources as part of a required course project.

The HCPSS also addresses its Education That Is Multicultural goal related to instructional resources through its advisory boards. Every discipline has an advisory board composed of staff and community members that review materials for alignment with the standard of *valuing diversity*. All advisory boards are working to ensure that the board is representative of the diversity in the community.

Cross-Cutting Themes: Education That is Multicultural (continued)

School Climate: Cultural proficiency remains one of the primary supports for the HCPSS Goal 2: providing every student a safe and nurturing environment that values our diversity and commonality. Every school addresses Goal 2 annually in their school improvement plans. Thus, cultural proficiency professional development supports schools in achieving Goal 2.

Also, as of May 2010, 62 schools have sent leadership teams to at least five days of Cultural Proficiency Introductory Awareness (level 1) professional development seminars. This experience is designed to help school leadership teams assess, understand, and shape their school *environments* in support of HCPSS Goal 2: Safe Schools.

Through Cultural Proficiency Application (level 2) professional development experiences, some participants focused on school and classroom climate and culture (e.g., environment). Project highlights from the participants include using the lens of cultural proficiency to:

- Examine the culture of schools to strengthen relationships
- Bridge various cultures within the community
- Improve relationships between the community and the school
- Support staff, students, and families in developing stronger relationships
- Facilitate conversations about how staff values and beliefs influence the school and classroom environments.

Beyond the outcomes of professional development, the HCPSS has continued to work to ensure the climate of schools and the system reflects diversity and encourages respect for different cultures. The system website continued to publish information in the six most commonly spoken languages in Howard County: English, Chinese, Korean, Spanish, Urdu, and Vietnamese during the past year. Additionally, new documents continue to be translated into these languages for the purpose of improved home-school communication.

The HCPSS continues the practice of administering a Goal 2 Survey to students, families and community, and staff to assess the climate of schools and the system. Within the survey, specific items address diversity and commonality as a component of a safe and nurturing environment.

Partnerships with local multicultural organizations promote diversity, cultural proficiency, mutual understanding and greater collaboration between HCPSS staff and students and families. In the past year, a significant partnership was formed with the Kaur Foundation, an organization that promotes cultural awareness of Sikh Americans and shares our goal of equipping staff with the knowledge, skills, and dispositions necessary to provide a safe and nurturing environment for all students. Additionally, the system was active with its international partnerships with China and Korea in 2009-2010. Cultural, teacher, and student exchange as well as professional development occurred through sending and receiving delegations of students and staff within the partnership.

2. Describe where challenges in meeting Education That Is Multicultural goals are evident.

Challenges in meeting Education That Is Multicultural goals continue to fall under these categories:

Cross-Cutting Themes: Education That is Multicultural (continued)

- Barriers to cultural proficiency
- Providing professional development for all staff and stakeholders
- Evaluation results

The barriers to cultural proficiency continue to be evident when working with staff toward Education That Is Multicultural goals. There are three barriers that seem prevalent and are manifested in the words, actions, and lack of words and actions of staff.

- Lack of awareness of the need to adapt
- Resistance to change
- Sense of entitlement/systemic privilege

Providing professional development to all staff members continues to involve resource challenges of budget, time, space, and staffing.

During summer of 2010, the HCPSS Office of Student Assessment and Program Evaluation completed and submitted a program evaluation report on Cultural Proficiency. Portions of the report are included the High-Quality Professional Development section of this Bridge to Excellence Update. The report also identified several challenges for the HCPSS Office of Professional and Organizational Development to address in its next steps. Among these challenges, the most significant are:

- Ensuring that professional development participants maintain a feeling of connection to each other and to cultural proficiency after their formal learning experience ends.
- Dedicating more time to work on projects during Application (level 2) professional development experiences.
- Building site-based leadership capacity for facilitating cultural proficiency.

Finally, now that the HCPSS Strategic Plan for cultural proficiency is written, is being vetted, and will go before the board, next year holds the challenge of implementing the plan.

3. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2010-2011 to address the identified challenges and ensure progress.

Barriers to Cultural Proficiency

The HCPSS will ensure that all Introductory Awareness (level 1) professional development experiences are grounded in the four tools of cultural proficiency, with the barriers guiding the development of outcomes and agendas throughout all sessions. This professional development will also be rooted in *transformative learning*, involving participants in deep reflection relative to their assumptions, values, and beliefs.

Providing staff development to every staff member and stakeholder

HCPSS must continue to avoid pushing staff through “trainings” and remain committed to our five-year strategic plan, within which the concept of “readiness” is key. We cannot provide high-quality professional development to everyone at the same time. The best results have come when participant groups have opted into the training based on their readiness. Thus, HCPSS will continue to create structures to aid this process, such as the identification of “Readiness Factors

Cross-Cutting Themes: Education That is Multicultural (continued)

for Moving Beyond Awareness” (Attachment C). Additionally, all professional development will be aligned with the strategic plan.

Program Evaluation Results

Increased feeling of connectedness - Offices and schools throughout the system will focus on achieving Outcome 1 of the strategic plan, promoting awareness of the systemic commitment to cultural proficiency. Improving internal and external communications will be vital to this effort.

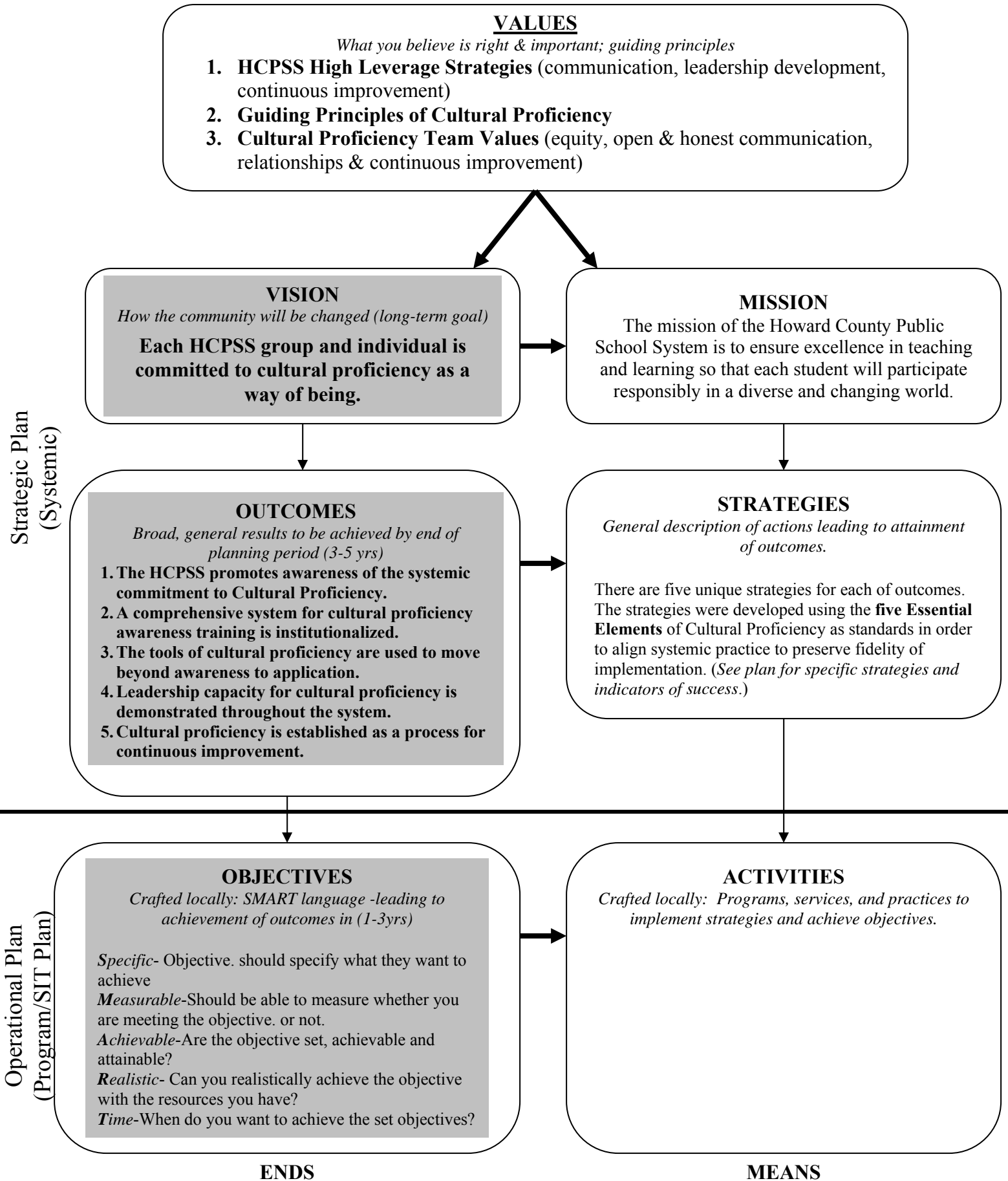
Dedicating more time to work on “application projects” and building site-based leadership capacity - During the 2010-2011 school year, cultural proficiency professional development will expand to include three levels:

- Introductory Awareness
- Application
- Facilitation

This expansion creates more time in application-level trainings for participants to work on projects by extracting time spent on facilitation skills and moving that focus to its own, separate training. Creating this third level of training will also meet the identified challenge of building site-based leadership capacity. We will maintain the goal of engaging all employees in Introductory Awareness experiences, and progression to each subsequent level will require the recommendation and support of a supervisor as well as excellent performance in the previous level. The smallest number of system employees will participate in the Facilitation (level 3) training. Attached is a description of professional development offerings for 2010-2011 (Attachment D).

Systemically implementing the strategic plan

As mentioned earlier, the HCPSS Professional and Organizational Development Strategic Plan, containing the Strategic Plan for Cultural Proficiency, is currently being vetted and will go before the HCPSS Board of Education in the fall of 2010. From there, system leadership will set the expectation that the plan is made operational through all school and program improvement processes and plans. The Long Range Planning Committee for Cultural Proficiency will continue to meet, yet change its function in 2010-2011. Members of the committee will work to make the plan operational in their respective schools or offices, thus creating momentum and examples from which the system will learn over the next year.



Adapted from Nathan Garber & Associates Strategic Planning Model - www.garberconsulting.com

Curriculum and Instruction- (curriculum content, instructional approaches, communication/teaching styles, assessments, resources)

5 Essential Elements	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence	Cultural Proficiency
<p>Assessing Cultural Knowledge – Extent to which C & I provides opportunities for educators and students to learn about and respect their own and others’ cultures</p>	<p>Limit or prohibit diverse groups from sharing cultural knowledge or demonstrating aspects of their cultures.</p>	<p>Promote knowledge about and assimilation to the dominant culture, learning styles and language.</p>	<p>Ignore seeking information about cultures, languages, and learning and communication styles, unaware that knowing about and applying such information may enhance learning for some student groups.</p>	<p>Recognizing that the curriculum does not include students’ cultural knowledge, perspectives or learning/ communication styles, teachers may seek and incorporate into the curriculum information, activities and resources that may reflect students’ cultural diversity. Applications may be surface or limited.</p>	<p>Provide regular opportunities for students to contribute their knowledge, abilities, and perspectives in a variety of ways and use such knowledge about students to plan and sequence lessons.</p>	<p>Assess the gap between the teacher’s culture, the culture of the school, the culture of the curriculum, and the culture of the students and seek on-going opportunities to learn and teach about the cultures and bridge the gaps in cross-cultural knowledge, understanding and communication.</p>
<p>Valuing Diversity – Extent to which C & I reflects diversity</p>	<p>Select and implement curriculum and use approaches and resources that denigrate or provide incomplete/ inaccurate portrayals of cultural groups, perspectives and events; Use approaches that impede progress of some groups.</p>	<p>Select and implement curriculum, instructional approaches, and resources that reflect dominant group values, learning styles, perspectives, and language.</p>	<p>Implement curriculum, and instructional approaches, and use resources and languages recommended by state educational agencies without seeing a need for supplemental material and/or approaches that reflect students’ diversity.</p>	<p>Recognize that curriculum and/or instruction may provide limited cultural or perspectives, some staff may select and develop supplemental lessons and resources that provide information about contributions of diverse groups.</p>	<p>Select, develop and teach lessons that integrate diverse perspectives, learning styles and languages and provides inclusive, accurate portrayal of historical events and cultural groups.</p>	<p>Develop and consistently implement curriculum and instructional approaches that reflect multiple student diversities (perspectives, language, learning and communication styles).</p>
<p>Managing the Dynamics of Difference –Extent to which C & I accommodates underperforming and diverse learners, promotes multiple perspectives and develops student awareness of important social issues.</p>	<p>Ignore, seek, or alter data to validate tracking students into rigid, limiting curricular paths, which provide negative educational consequences that impede student progress.</p>	<p>Immerse students into “sink-or-swim” courses or curriculum tracks without providing scaffolding, instructional support or resources to ensure their success.</p>	<p>Implement state and federal intervention programs determined to be of maximum benefit to under-performing students without differentiating for cultural/linguistic differences.</p>	<p>Recognizing that the curriculum may not be accessible to all students, teachers may differentiate C & I, at times providing less challenging lessons for under-performing students or making inappropriate cultural connections between students and the curriculum.</p>	<p>Provide diverse students with curriculum options that are challenging and incorporate inquiry and higher order thinking skills that personalize connections, and evoke multiple perspectives. Underperforming students receive on-going, timely and personalized support from peers, teachers and parents.</p>	<p>Provide all students opportunities to <i>learn how to learn</i> – develop academic ability, intellectual competence and advocacy for important social issues.</p>

5 Essential Elements	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence	Cultural Proficiency
<p>Adapting to Diversity – Extent to which classroom curriculum and instruction integrates cultural knowledge, languages, abilities and styles of diverse student groups.</p>	<p>Select and use curricula that denigrate culturally different groups through omissions, distortions and fallacious assumptions and inaccurate portrayals. Prohibit or resist differentiating instruction to meet needs of diverse students.</p>	<p>Use C & I that portrays values, behaviors and styles of the dominant group to promote the assimilation to dominant culture, supporting the belief that assimilation is integral to success.</p>	<p>Adopt standards, standardized curriculum, pacing plans, learning activities, resources, and assessments believing them to adequately meet all students’ learning needs.</p>	<p>Recognizing students’ cultural differences, teachers may supplement lessons with limited information about cultural contributions or events without integrating such into the curriculum.</p>	<p>Integrate and infuse into existing curriculum culturally relevant content and differentiated instructional approaches/resources to meet the needs of all students.</p>	<p>Promote and integrate into C & I multiple perspectives, and culturally relevant approaches and resources while modeling and developing in students’ advocacy for important social issues.</p>
<p>Institutionalizing- Extent to which culturally responsive C & I is implemented throughout the system, is supported by all stakeholders, and reinforced by school/district policies and practices.</p>	<p>Develop, select and use C & I that excludes denigrates and misrepresents diverse groups and historical events and learning and communication style, sometimes justified by support from influential special interest groups or policies and practices that reinforce allocation of resources to some students but not others.</p>	<p>Create and support policies and practices that sustain and reinforce tracking remedial or <i>deficient</i> students into courses or curricular paths which limit students opportunities to learn rigorous content and practice high level skills needed to keep pace with higher performing peers.</p>	<p>Adopt and reinforce standardized agency sanctioned C & I (including interventions), resources, and assessments across the curricular program without regard to differentiating for student’s cultural, linguistic or learning style needs.</p>	<p>Recognizing the limitation of the existing C & I to be culturally relevant, staff may be encouraged to integrate limited or inappropriate cultural materials and approaches into C & I.</p>	<p>Create policies and support practices to ensure that agency-sanctioned curriculum is enhanced with information, instructional approaches and resources to maximize the learning of all students. Strategies to ensure student success are articulated vertically and horizontally across grade levels, and subject areas.</p>	<p>Sustain and reinforce district wide implementation of culturally responsive C & I, and shared advocacy and responsibility for closing learning and achievement gaps at all grade levels and in all subjects. Create policies, practices and structures that support collaboration from all stakeholders in developing, monitoring and making adjustments to C & I that ensure equitable access, learning and achievement for all student groups.</p>

Attachment C

Readiness Factors for Moving Beyond Awareness

Building leadership capacity for cultural proficiency involves strategically cultivating potential leaders. The chart below offers factors for consideration when assessing the *readiness* of individuals to participate in professional development experiences that move beyond the Introductory Awareness (level 1) trainings.

FROM: Tolerance for Diversity <i>Destructiveness, Incapacity, & Blindness</i> The focus in on <i>them</i>	TO: Transformation for Equity <i>Pre-competence, Competence, & Proficiency</i> The focus on our <i>practices</i>
<p>Potential participants:</p> <ul style="list-style-type: none"> • want to learn how to “fix” diversity <i>concerns</i> in the school • have limited interest in, knowledge of, and/or passion for cultural proficiency • view cultural proficiency as an isolated, separate initiative; apply the tools of cultural proficiency in isolation • express a polarizing leadership perspective (e.g., “us versus them”) • comply with system leader’s request to participate in training • are motivated only by leadership opportunities that complete requirements advanced certification for administration • follow their leader’s vision of implementing cultural proficiency • reactive; wait for directions • minimally complete tasks requested by supervisors with adequate results • are uncomfortable with questions and fearful of not knowing “right answers,” resulting in rigid and limited options 	<p>Potential participants:</p> <ul style="list-style-type: none"> • focus on <i>their</i> practices when interacting with students, families and community • <i>want</i> to increase their knowledge and use of the tools of cultural proficiency at the school or central office • display the ability to integrate the use of the tools of cultural proficiency into the daily practices • express an inclusive leadership perspective (e.g., “we’re all on this journey together to better serve the needs of our students, staff”) • are excited by the possibility to participate in training • regardless of formal leadership status or certification, have high influence with and respect from colleagues • collaborate with their system leader to inspire a shared vision of cultural proficiency • proactive; take initiative • produce positive results that are respected by colleagues • are curious and willing to be vulnerable, resulting in an openness to possibility

Level 1 - Awareness of Cultural Proficiency		
Cultural Proficiency School Cadre: Introductory Awareness Series (5-day)	<ul style="list-style-type: none"> Establish and develop a school team (10-12 people) committed to the work of cultural proficiency. Sub supported. Context of working with staff, students and families in a school community. 	Annually: Seminars take place during the school year. Principals register a school team during the spring/summer prior to the school year.
Customized <i>Cultural Proficiency Awareness Seminars</i> (2-5 days)	<ul style="list-style-type: none"> Provide introductory awareness training to a group with needs that cannot be met through the School Cadre structure, such as job-specific or office needs (e.g., custodial teams, cafeteria managers, technology office). Context specific to the needs of the group 	Contact Office of Professional and Organizational Development (Cultural Proficiency Team) as appropriate prior to or during program or school improvement planning.
Central Office Introductory Awareness (3 days)	<ul style="list-style-type: none"> Provides basic introductory awareness training Context of working within a dynamic organization 	Annually. Dates are advertised during the summer/fall.
Introduction to Cultural Proficiency CPD Course (3 credits)	<ul style="list-style-type: none"> Provides a general introductory awareness experience. CPD credit fee is waived for summer course. 	Semesters and Summer.
Level 2 - Application of Cultural Proficiency		
Cultural Proficiency Professional Portfolio Cohort (5 days of seminars; day 5 is presentation of projects)	<ul style="list-style-type: none"> Prerequisite: Introductory awareness System-wide cohort; sub supported Professional Development Option as Alternative to Classroom Observation Mentor/coach assigned from Cultural Proficiency Team 	Annually. Principal may nominate up to 2 staff members to participate. Nominations are sent to POD the spring/summer prior to the school year.
*Cultural Proficiency Leadership Cohort (5 days of seminars; day 5 is presentation of projects)	<ul style="list-style-type: none"> Prerequisite: Introductory awareness Cohort of School and Centrally-Based Leaders Opportunity to use cohort experience to support evaluation process Mentor/coach assigned from Cultural Proficiency Team 	Annually. Interest expressed to POD the spring/summer prior to the school year.
Cultural Proficiency Inquiry Group (1 CPD credit available for every 15 hours of group meetings and work. Maximum of 3 credits)	<ul style="list-style-type: none"> Site based: minimum of five staff members Regular meetings with one area of focus: Curriculum & Instruction, Family Engagement, PD, Positive Behavior Supports Use of the tools of cultural proficiency (specific rubric) to examine and improve service an in area of focus. 	Flexible: semester-long or year-long inquiry. Contact POD for support.
*Cultural Proficiency: Awareness to Application CPD course (3 credits)	<ul style="list-style-type: none"> Processes and content parallels Portfolio Cohort. CPD credit fee is waived for summer course. 	Semesters and Summer.
Culturally Proficient Curriculum & Instruction CPD course (3 credits)	<ul style="list-style-type: none"> Application of the tools of Cultural Proficiency to Curriculum and Instruction. 	Semesters and Summer.
Level 3 - Facilitation of Cultural Proficiency		
*Advanced Facilitation of Cultural Proficiency Cohort (5 days)	<ul style="list-style-type: none"> Prerequisite: Application (e.g., Portfolio Cohort) and Introductory Awareness experiences Administrator/supervisor commitment to providing participant opportunities to facilitate group learning 	Annually. Principal may nominate up to 2 staff members to participate. Nominations are sent to POD the spring/summer prior to the school yr.

* New structures for 2010/2011

I.G Local Goals and Indicators

This section is intended to provide school systems with an opportunity to discuss the progress that they are making toward local goals that have not been addressed in the preceding sections.

Instructions:

Provide data from any relevant source. In the local school system's response, address the following questions:

1. Describe the progress that was made in 2009-2010 toward local goals.
2. Identify the programs, practices, or strategies and the corresponding resource allocations to which you attribute the progress. Include supporting data as needed.
3. Describe where challenges in making progress toward meeting local goals are evident.
4. Describe the adjustments or changes that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate

The mission of the Howard County Public School System (HCPSS) is *to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world*. Achieving this mission requires the unwavering commitment of every employee in the HCPSS. Therefore, the strategic planning efforts for the HCPSS represent a cross functional approach that involves members of every division in the organization.

Two goals drive the work of the organization, and high leverage strategies to focus improvement efforts in order to achieve these goals are reviewed annually. Four of the high leverage strategies are cross functional and involve activities across all three divisions. Three of the high leverage strategies are specific to the unique work of each division. System expectations serve to achieve our goals and objectives. The goals and strategies support the mission.

Goal 1: Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values diversity and commonality.

These over-arching goals have a number of indicators, or specific target areas, for elementary, middle and high schools. Local standards of performance are associated with each indicator. The purpose of the local standards is to set a climate of high expectations that will enable all schools to meet and exceed state standards.

Local Goals and Indicators (continued)

Annual progress reports on achieving these goals are provided to the Board of Education. The *Bridge to Excellence Goal 1 Progress Report* offers a comprehensive summary of performance of the school system on the Goal 1 local standards during the school year. The information provided in this report is monitored throughout the year as part of a systemic continuous improvement process. The *Bridge to Excellence Goal 2 Progress Report* provides an annual update on the progress made by our schools in achieving Goal 2 standards during the school year. The Board of Education was presented a report on the *High School Assessment Results* where progress and performance were analyzed.

Note: All local goals and indicators have been addressed in the preceding sections of this Master Plan Update through the comprehensive analysis and discussion of the Goal Progress, Addressing Specific Student Groups, and Cross-cutting Themes sections.

The most recent progress reports can be found at <http://www.boarddocs.com/mabe/hcpssmd/board.nsf/public> under the December 17, 2009 meeting for Goal 1, the November 19, 2009 meeting for Goal 2, and the October 22, 2009 meeting for High School Assessments.

HCPSS Division of Instruction leaders have been following Maryland's work related to the federal Race to the Top program. Board members, central and school-based leaders, and community members have received briefings and updates on the state's reform plans. Staff members have carefully reviewed the state's Race to the Top application and have identified actions to prepare the HCPSS to participate fully in upcoming reform initiatives. One major component of the work that staff have begun relates to the goal of having all students graduate from high school, college and career ready. In preparation for aligning systemic efforts with the goals outlined in Maryland's Race to the Top program, staff in the Division of Instruction came together to identify indicators of college and career readiness. The readiness indicators identify key benchmarks that need to be in place at critical times in a student's PreK through Grade 12 career.

In March 2010 the Board of Education was provided information on national and state initiatives that seek to redefine the knowledge and skills required to earn a high school diploma and to present the college and career readiness indicators that HCPSS has identified. This report can be found at <http://www.boarddocs.com/mabe/hcpssmd/board.nsf/public> under the March 25, 2010 meeting.

During the 2010-2011 school year, schools will work more intensely in feeder pattern clusters to refine the work that has begun and to increase the percentage of students who possess all of the identified indicators of the *HCPSS College and Career Advantage*. (See attachment on page 276.)

Local Goals and Indicators (continued)

HCPSS Bridge to Excellence Goals and Objectives

Goal 1: Each child, regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

System Targets: In 2011

1. All schools will meet Adequate Yearly Progress.
2. All high schools will have 95 percent of all students and all student groups passing the High School Assessments (Algebra/Data Analysis, Biology, English 10, and Government) by the beginning of the 12th grade.

System Expectations: In 2011

- Know our Students
- Ensure our students receive exemplary instruction that prepares them for college and careers
- Know what interventions and supports are in place to ensure their success
- Have a process for continuously monitoring their progress
- Develop a relationship with students and their families

HCPSS Systemwide Objectives

Elementary Objectives

Goal 1: By the year 2011

Maryland School Assessments (Grades 3, 4, and 5)

- 100 percent of schools with elementary grades have a minimum of 85.9 percent of students in all student groups scoring at proficient or advanced on the Maryland School Assessment in reading
- 100 percent of schools with elementary grades have a minimum of 84.5 percent of students in all student groups scoring at proficient or advanced on the Maryland School Assessment in mathematics
- 100 percent of schools with elementary grades have a minimum of 98 percent of their GT mathematics students in all student groups scoring at the proficient or advanced level on the Maryland School Assessment in mathematics

Stanford 10 Test: Grade 2

- 100 percent of schools with elementary grades have a minimum of 70 percent of students in all student groups scoring at proficient or advanced on the reading test.
- 100 percent of schools with elementary grades have a minimum of 70 percent of students in all student groups scoring at proficient or advanced on the mathematics test

Local Goals and Indicators (continued)

Participation in Advanced Level Programs (Grades 4 and 5)

- 100 percent of schools with elementary grades have a minimum of 15 percent of students in race/ethnicity/FARMS student groups participating in GT mathematics class

Goal 2: By the year 2011

- 100 percent of schools with elementary grades have a minimum attendance of 94 percent (satisfactory) or 96 percent (excellent) for students in all student groups
- 100 percent of schools with elementary grades have 2 percent or less of students in all student groups demonstrating unsafe behaviors (as defined by MSDE)
- 100 percent of the schools with overrepresentation of student groups suspended out-of-school will decrease the disproportionality index by 10 percent per year

Secondary Objectives

Goal 1: By the year 2011

Maryland School Assessments (Grades 6, 7, and 8)

- 100 percent of schools with middle grades have a minimum of 85.6 percent of students in all student groups scoring at proficient or advanced on the Maryland School Assessment in reading
- 100 percent of schools with middle grades have a minimum of 78.6 percent of students in all student groups scoring at proficient or advanced on the Maryland School Assessment in mathematics
- 100 percent of schools with middle grades have a minimum of 98 percent of their GT mathematics students in all student groups scoring at the proficient or advanced level on the Maryland School Assessment in mathematics
- 100 percent of schools with middle grades have a minimum of 98 percent of their GT English students in all student groups scoring at the proficient or advanced level on the Maryland School Assessment in reading

High School Assessments

- 100 percent of schools with secondary programs have a minimum of 95 percent of the students in all student groups passing the Algebra I High School Assessment by the beginning of 12th grade
- 100 percent of high schools have a minimum of 95 percent of the students in all student groups passing the English High School Assessment by the beginning of 12th grade
- 100 percent of high schools have a minimum of 95 percent of the students in all student groups passing the American Government High School Assessment by the beginning of 12th grade
- 100 percent of high schools have a minimum of 95 percent of the students in all student groups passing the Biology High School Assessment by the beginning of 12th grade

College Entrance Examinations

- 100 percent of high schools have a minimum of 80 percent of students in race/ethnicity/FARMS student groups in the Class of 2011 taking the SAT or ACT

Local Goals and Indicators (continued)

- 100 percent of high schools have a minimum of 70 percent of students in race/ethnicity/FARMs student groups in the Class of 2011 scoring an average of 500 or higher on SAT subtests or earned a composite score of 22 or higher on the ACT

Participation in Advanced Level Programs

- 100 percent of schools with middle grades have a minimum of 20 percent of students in all race/ethnicity/FARMs student groups enrolled in one or more GT content classes
- 100 percent of high schools have a minimum of 40 percent of students in all race/ethnicity/FARMs student groups enrolled in one or more honors, AP and/or GT classes

Goal 2: By the year 2011

- 100 percent of high schools have a maximum 1.25 percent drop out rate for students in all student groups
- 100 percent of schools with secondary grades have a minimum attendance of 94 percent (satisfactory) or 96 percent (excellent) for students in all student groups
- 100 percent of schools with secondary grades have 2 percent or less of students in all student groups demonstrating unsafe behaviors (as defined by MSDE)
- 100 percent of the schools with overrepresentation of student groups suspended out-of-school will decrease the disproportionality index by 10 percent per year

Additional Special Education Objectives for Elementary and Secondary

Goal 1: By the year 2011

Disproportionality

- 100 percent of schools with overrepresentation of African American students in special education will decrease disproportionality by one percentage point per year

Alternate: MSA

- By the year 2010-2011, 100 percent of elementary students with disabilities taking ALT/MSA will score in the proficient-advanced level
- By the year 2010-2011, 100 percent of secondary students with disabilities taking ALT-MSA will score in the proficient-advanced level

Least Restrictive Environment (LRE)

- LRE A or LRE B data will be greater than 80 percent. LRE C data will be less than 7.0 percent
- African-American students with disabilities instructed in separate classes (LRE C) will be less than 18 percent
- The numbers of students with intellectual disabilities instructed in separate classes (LRE C) will be less than 30 percent

Local Goals and Indicators (continued)

The College and Career Advantage

The Howard County Public School System (HCPSS) partners with families and the community to ensure that all students develop the knowledge and skills needed to be successful in the 21st century. The school system’s mission states that HCPSS expects each student to graduate ready “to participate responsibly in a diverse and changing world.” Although there is no single pathway to college and careers, achieving these readiness indicators as students progress from prekindergarten through Grade 12 gives students the college and career advantage.

Readiness Indicators

	Ready for K <i>Early Childhood Beginnings</i>	Ready for Grade 3 <i>Laying the Foundation</i>	Ready for Middle School <i>Strengthening the Foundation</i>	Ready for High School <i>Building for Success</i>	College/Career Ready <i>Making the Most of High School</i>
Academic Achievement	<ul style="list-style-type: none"> Identified as fully ready across the seven domains of the Maryland Model of School Readiness (Language and Literacy, Mathematics, Science, Social Studies, Personal/Social, The Arts, Physical Development and Health) 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics by end of Grade 2 At or above national norms on SAT-10 (Stanford Achievement Test) for Grade 2 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics in Grades 3–5 Scored proficient or advanced on reading and mathematics MSA/Mod-MSA/Alt-MSA for Grades 3 to 5 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics in Grades 6–8 Completed mathematics needed to take Algebra II in or before Grade 12 Scored proficient or advanced on reading and mathematics MSA/Mod-MSA/Alt-MSA for Grades 6 to 8 	<ul style="list-style-type: none"> Met HCPSS graduation requirements, choosing rigorous courses and electives** Completed at least Algebra II and took mathematics each year of high school Passed HSAs/mod HSAs on first administration or scored proficient or advanced on Alt-MSA Earned 500 or higher on each SAT subtest or earned a composite score of 22 or higher on the ACT
Academic (Learning) Behaviors	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the Prekindergarten Report Card* 	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the primary report cards (K and Grades 1-2) 	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the intermediate report card (Grades 3-5) 	<ul style="list-style-type: none"> Developed satisfactory or outstanding organization and time management skills, as well as the motivation to succeed 	<ul style="list-style-type: none"> Identified career goals and steps necessary to achieve them Developed work ethic and employability skills
Extracurricular and Community Involvement	<ul style="list-style-type: none"> Participated in community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Completed Service Learning requirement Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest
Attendance and Punctuality	<ul style="list-style-type: none"> Attended pre-kindergarten 96% or more of school days* Arrived at school on time each day* 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day
Responsible Behavior and Positive Attitude	<ul style="list-style-type: none"> Interacted appropriately with other children 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations

* Not all students enroll in a prekindergarten program; other indicators may be used for students in other programs/settings.

**Honors course, G/T course, AP course, Independent Research, G/T Intern/Mentor Program, or a high level course in the fine arts